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ABSTRACT

Based on Georgia Department of Education standards, this guide is designed to provide secondary school physical educators with a framework for a comprehensive and adaptable instructional program. The first two chapters explain the philosophy behind the program and suggest implementation procedures within the school physical education department. A chapter on policies gives the point of view of the Georgia Department of Education on administrative and procedural issues such as grading, safety, health services, and interscholastic athletics. In the final chapter, the physical education program content is discussed, divided into general categories: (1) fitness sports; (2) lifetime sports; (3) recreational games; (4) track and field; (5) team sports; (6) outdoor education; (7) rhythms and dance; (8) lead-up games; (9) physical education for the handicapped; (10) adapted physical education; (11) aquatics; (12) combatives; and (13) evaluation, measurement, and assessment. A bibliography of further readings for each chapter is included. Appendices provide a glossary of physical education terms and lists of essential life skills, first aid supplies, physical education films, and noninstructional resources for physical education programs. Also appended are guidelines, standards, state laws, sample forms and letters, and a checklist for evaluating Title IX compliance. (FG)

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Foreword

The average work week of today's worker has been reduced to the extent that some workers spend more time in avocational pursuits than they spend on their jobs. As a result, the concept of leisure has changed in today's technological society.

There is a need for formal schooling to teach the best way to use leisure time. While education teaches youngsters new ideas, adults are introduced to new patterns of lifestyle through adult education. For example, the onset of fuel shortages necessitates establishing a new pattern of less expensive leisure pursuits located closer to home. Educators face a new task in teaching individuals the skills and knowledge that enable them to be physically active and mentally fit throughout life.

This guide has been formulated to assist the secondary physical educator in planning and providing Georgia students with meaningful activities which prepare them for physically active, healthy lives.

Charles McDaniel
State Superintendent of Schools

Preface

This guide is designed to provide the secondary physical education specialist with the framework for a comprehensive instructional program. The instructional program designed in this guide will need to be adapted to the existing local facilities, equipment, climate and philosophy. Student needs, abilities and interests should play an important part in the curriculum choices selected and student physical fitness and leisure skills pursuits should be paramount in student activities consideration.

Staff development for teachers will be very important in the introduction of this proposed course of study and teachers are encouraged to spend the necessary time needed to establish a well rounded program. This guide was not designed to limit the teacher who is innovative and creative nor was it designed to include all activities appropriate for all secondary school students.

The material is available for the physical educator to expand, constrict, adapt and use in designing meaningful learning experience for students.

Lucille G. Jordan
Associate State Superintendent of Schools

R. Scott Bradshaw, Director
Division of Curriculum Services

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Introduction

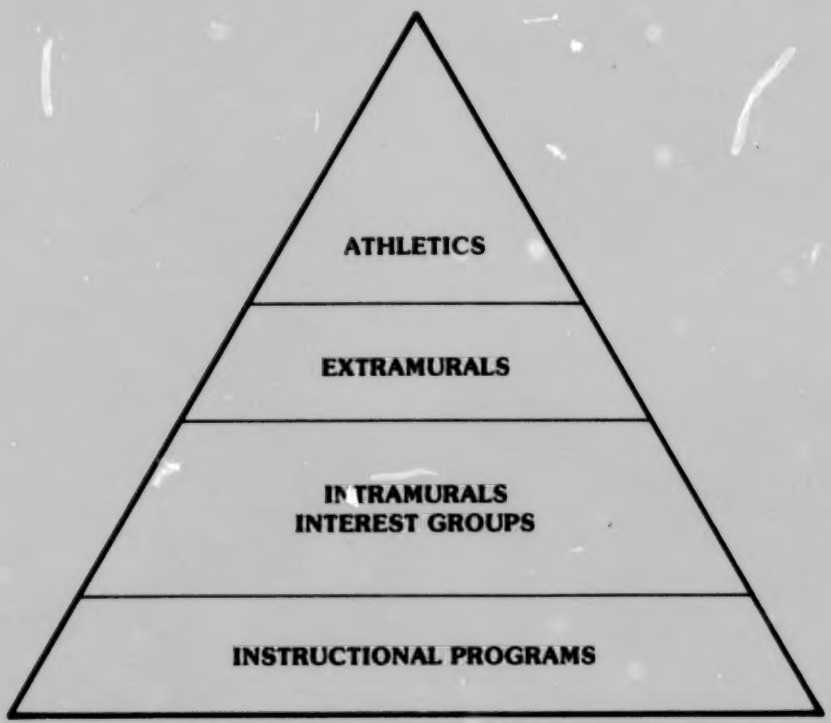
This curriculum guide, in outlining a total physical education program for the secondary grades, uses the triangle as a frame of reference.

The base of the triangle and of the total physical education program is formed by the instructional program which is the basis from which the next three areas grow.

The intramural and special interest groups apply the fundamental skills learned in the instructional program.

Extramurals provide a higher level of competition.

The apex of the triangle represents the highest level of competition, deriving from the total physical education program, which includes intramurals, special interest and extramural groups.



Chapter I: Framework for Secondary Physical Education

Statement of Philosophy

Physical education is the study of the art and science of human movement which begins at birth and develops throughout the life of the individual. As a part of the total school program, physical education provides the movement-centered experiences which will enable people to realize their fullest potential as individuals in a democratic society.

Aim

The purpose of physical education is to provide leadership, adequate materials, facilities and a varied program for the individual or group to act in movement experiences that are physically wholesome, mentally stimulating, personally satisfying and socially sound.

Goals

A physically educated individual who has participated in daily formal physical education instruction through grade eight and has elected at least two secondary courses should be prepared to adequately meet the challenges and adventures of a physically active lifestyle. The physically educated individual will

- be aware of the environment and the necessity for wise use of leisure and outdoor skills; knowledge and behavior for positive use and enjoyment of these skills;
- be able to participate in lifetime sports and successfully master at least one participation sport;
- be a good spectator and understand team sports and the necessity of good sportsmanship;
- be aware of safety precautions and understand the fundamentals of sports safety including water safety;
- understand and appreciate skill involved in creative movement and have experienced the development exercises for successfully coordinating movement;
- be able to successfully participate in a group activity and have experienced personal worth and belonging in organized competitive activity;
- be self-directed and select wisely all physical involvement activities based on a realistic self-evaluation;
- be able to manipulate the body in many movement patterns and understand how to break down a complex movement into simpler components with relationship to mass, balance, speed, strength, flow and control of movement;
- be able to exhibit physical fitness and maintain an acceptable level of cardiovascular efficiency, flexibility and strength.

The physically educated individual could be a more viable member of society for having participated and many contribute socially by

- being capable of handling frustrations, disappointments and emotional situations with less trauma;
- active participation in the community which will not be limited by fatigue, apathy or lack or knowledge;
- assisting in planning, implementing and evaluating change in leisure use programs for all citizens;
- recognizing the need for community programs for outdoor education and promoting programs for wise use of the environment;
- assisting youth in activities which will promote community pride, a feeling of belonging and offer alternatives to crime and drugs.

Objectives

General educational objectives include the following.

- To aid the individual in developing the optimum potential of his or her personality — socially, morally, emotionally and intellectually
- To develop acceptable social standards and attitudes from participating in movement experiences under capable, moral leadership
- To develop the power of self-expression and reasonable self-confidence
- To develop individual leadership qualifications and the ability to function as members of a group

Special objectives of physical education include the following.

- To develop fundamental skills and techniques of movement necessary for participation in the total program
- To provide knowledge and to promote understanding the various activities

- To aid in the development of wholesome attitudes through successful experiences in physical education
- To promote optimum physical growth and organic vigor through programs designed to develop strength, power, motor ability and endurance
- To promote the attitudes, understanding and skills necessary to the worthy use of leisure with emphasis on activities having lifetime value

The Purpose of Physical Education

Physical education can make many contributions to both the individual and the total school program. Some contributions include development of the following.

- The organic systems to their highest functional levels
- Individual neuromuscular skills
- Individual interest in play and recreation
- Positive behavior patterns

These contributions can in turn enhance the total school program for the individual. Additional information relating to the purpose of secondary physical education may be found in Appendix G.

Pupil Growth Characteristics A Basis for Selecting Learning Experiences in Physical Education and Recreation

Although no two students are alike and although extreme deviations will always be present, the vast majority may still be categorized along a continuum of observable characteristics which they share to a greater or lesser degree.

However, care should be exercised in categorizing individual children according to the exact phase of growth and development they are experiencing. Still more attention should be directed toward discerning variations from the more normal patterns of development. Such variations may be perfectly normal — the mere result of advanced or delayed maturation.

Physical Development

For both boys and girls, physical development represents a period of rapid growth and development. On the average, girls mature two or three years earlier than boys. The secondary school period is characterized by

- rapid weight gain and growth at the beginning of adolescence;
- sexual maturity, with accompanying physical and emotional changes;
- sometimes a period of glandular imbalance;
- skeletal growth completed, adult height reached, muscular coordination improved during the period;
- heart growing rapidly at the beginning of the period.

Behavior characteristics include

- going to extremes, emotional instability with "know-it-all" attitudes;
- return of habits of younger child — nail biting, impudence, daydreaming;
- high interest in philosophical, ethical and religious problems such as a search for ideals;
- preoccupation with social acceptance, fear of ridicule and of being unpopular, and oversensitiveness and self-pity;
- strong identification with an admired adult;
- assertion of independence from family as a step toward adulthood, desire to be accepted as an adult and desire to have the right to participate in adult behavior;
- acceptance of group responsiblity and group participation;
- high interest in physical attractiveness;
- a stronger interest of girls in boys than boys in girls, resulting from earlier maturing of the girls.

Significance for Physical Educators

Students must receive information about the physical changes they have noticed in their bodies. They need to understand that these changes and their reactions to them are normal. Daily activity periods must provide instruction in sports, skills and body mechanics. Encouragement and understanding should be given to students whose poor performance is caused by growth imbalance.

Activities demanding increased endurance may be offered, but teachers should beware of excessive participation. Proper warm-up exercises must precede strenuous activities.

While appetites are large, the tendency to eat unbalanced meals may become a problem. Overweight students should be encouraged to diet under medical supervision only.

A well-rounded program of activities should be offered to students. Though team sports should be encouraged, students must receive opportunities to develop sufficient skills and interest in lifetime sports or activities with postsecondary school value.

A Concept of Fitness and Youth

The school is the one great American resource for the teaching of foundation skills and knowledge in health and physical education and for establishing the idea that fitness is important. While this effort centers in the schools, it must be strongly supported by other community agencies. School and community cooperation is basic to the success of any fitness program.

Fitness is an individual matter. All people must satisfy their own needs and at the same time contribute their share to the welfare of society. More specifically, the individual must possess the following.

- Optimum organic health consistent with heredity and the application of present health knowledge
- Sufficient coordination, strength and vitality to meet emergencies, as well as the requirements of daily living
- Emotional stability to meet the stresses and strains of modern life
- Social consciousness and adaptability with respect to the requirements of group living
- Sufficient knowledge and insight to make suitable decisions and arrive at feasible solutions to problems
- Attitudes, values and skills which stimulate satisfactory participation in a full range of daily activities
- Spiritual and moral qualities which contribute the fullest measure of living in a democratic society

The habit of adequate and regular exercise during the formative years is as important to good health as one's sleep, work and food. Individuals should learn to enjoy taking part in vigorous exercise appropriate to age and general ability. The President's Council on Physical Fitness and Sports has set forth the following selected principles which must be the basis for any effective physical fitness program.

- Programs to improve physical fitness must provide vigorous activities that will develop the physique, increase the efficiency of the cardiovascular system and contribute to the development of physical skills.
- Progressive resistive exercises involving increased work loads for longer periods are essential to increase the level of fitness.
- Endurance develops in proportion to the total work done over a period of time.
- Strength is increased through activities requiring more than 50 percent of the total strength capacity.
- Organic efficiency is improved when rhythmical muscular activity is continued over long, unbroken periods.
- Physical fitness is directly proportionate to the levels of strength, power and endurance achieved.
- The school physical education program should include a core of developmental and conditioning activities appropriate to each grade level. (These activities should be carefully identified and stressed in progressive order—walking, running, swimming, cycling, jogging, circuit training, calisthenics, interval training and weight training.)
- The school health education program should use scientific facts and principles to promote desirable health attitudes and behavior.

This guide would be amiss if it did not mention the facts regarding exercise therapy in the prevention of coronary heart disease, the nation's formost killer of middle-aged persons.

Exercise is one of the most promising means of preventing coronary heart disease. There are those scientists who believe that exercise may have more merit than any other means in the prevention of cardiovascular conditions. Research indicates that lack of exercise along with obesity, cigarette smoking, elevated blood cholesterol, tension and high blood pressure, is one of the high risk factors in coronary disease.

Individuals must become aware of the false values inherent in some of the fitness fads, fallacies and gadgets of the past. The lure to become involved in the use of these gadgets is overwhelming. Consumers must realize that many of the advertised practices and methods are based on belief rather than scientific knowledge and are supposed to be time savers. Fitness cannot be achieved without

work. There are no short cuts to fitness. It is attained through many months of regular endurance exercise and is maintained only through commitment to a regular exercise program.

Lifetime Sports – Recreation

More people have more free time now than ever before in history, mainly due to automated assembly lines, sophisticated analyzers and computers, rapid transportation and communication, laws which prevent child labor and cut work days, compulsory retirement, technological progress, medical progress which keeps more people alive longer, improved living standards and urbanization.

In the meantime, as more and more research accumulates in efforts to resolve the nation's problems, playgrounds, community centers gymnasia and other recreation centers must be provided for individual and group activity for both children and adults. The secondary schools, usually in a central location, must assume the task of providing learning experiences that will help young people develop the attitudes, skills, knowledge and appreciation through which they will enjoy a wide variety of wholesome leisure activities throughout life. Today's child's play will become the recreation of tomorrow's adults, for a skill once learned is never forgotten.

The secondary school, too, is responsible for providing the facilities, leadership and other resources needed to insure adequate recreational opportunities for the entire community. It is necessary that the family, school and community play a cooperative role.

The worthy and creative use of leisure time, as a theme, belongs in every subject of the school program. Recreational education is an enrichment program containing a myriad of activities.

Chapter II: Procedures

Role of the Guide

This guide is designed to be used as a foundation for local school programs. The contents must be adapted to the local situation and dealt with in more specific terms.

The points of view of the Georgia Department of Education, expressed in the chapter on policies, should form the basis for establishing local policies for a program; however, many policies may be unique to a particular school system.

Unit Teaching

Unit teaching is one recommended method now being employed to organize and integrate learning experiences into a meaningful program. It involves a block of time, usually three to six weeks in length.

Unit teaching makes many valuable contributions to education. Several follow.

- Learning becomes more meaningful.
- It provides greater opportunities to integrate and correlate other learnings into the unit.
- It provides greater flexibility.
- It develops a stronger feeling of accomplishment for the student.

When the instructor begins the construction of a unit, the following building blocks should be considered.

Title – Unit should be given an appropriate name that also reflects attitudes toward learning.

Introduction – The introduction should include introduction of unit; where and how the unit fits into total program; background information for unit; value of unit.

Objectives – Pupils should have a part in establishing the objectives, which can be classified under the following four headings.
Knowledge and understanding
Attitudes
Skills
Physical fitness

Procedure – The method of implementing the unit should consider the following.
Methods
Procedures
Techniques

Evaluation – Evaluation may involve skill tests and written knowledge tests. The following unit plan will illustrate how a unit may be developed.

Example Unit
Intermediate Tennis

The control objectives, or goals, for teaching Senior High tennis are defined in terms of condition, skills, knowledge and attitudes.

Control Objectives

Condition (physiologic capacity to play at least three continuous sets of tennis singles without undue fatigue or lowered level of skill) involving

- running, with emphasis on constant and sudden stops, starts and direction changes;
- strength and flexibility of knees and ankles to protect them from the strains of sudden stops, starts and direction changes;
- strength and flexibility of wrist, elbow and shoulder to permit continued efficiency in executing the various tennis strokes;
- acquired toughness of the skin on the feet and the racket hand to permit long and strenuous play without danger of blisters or other skin irritations.

Skills, including

- skill in flat serve, slice serve, American twist serve;
- skill in correctly executing forehand drive, backhand drive, forehand volley, backhand volley, forehand half volley, backhand half volley, overhead smash, lob, forehand chop, backhand chop;
- skill in footwork while playing a tennis match;
- skill in court strategy while playing a tennis match.

Knowledge, including

- recommended procedures in the selection and care of tennis equipment, such as the following.
  racket
  racket strings
  tennis balls
  shoes
  socks
  shorts

shirt or blouse
jacket
wristlet

- skills involved in correctly executing the various tennis strokes, rules of tennis, terminology used in tennis, correct scoring procedure
- the basic strategy of both singles and doubles play
- procedures in organizing and conducting team matches and tennis tournaments
- knowledge of prominent personnel in the tennis world, outstanding tennis events of each year (i.e., major national and international tournaments)

Attitudes, including readiness to do the following.

- cooperate with the teacher and fellow players
- play fairly at all times
- willingly accept the decisions of officials
- place sportsmanship above winning
- play always at top effort regardless of the apparent superiority or inferiority of an opponent
- train and practice regularly and conscientiously
- always show respect and courtesy toward players and officials when watching a tennis match

This unit plan could be broken down into daily lesson plans, usually including date, quarter, course, major unit, sub unit, objectives, procedure and evaluation.

Resource Units

Units dealing with each area of the curriculum should be kept on file for the following purposes.

- To furnish suggestions for materials, methods, activities, teaching aids and evaluative procedures for building a learning unit
- To help teachers organize materials that supplement the traditional use of the textbook as a guide in curriculum development
- To provide teachers with suggestions for translating educational philosophy into practice
- To help teachers to include in the learning unit certain values basic to education in a democracy
- To sensitize teachers to all significant problems and issues relating to an area of living
- To cooperatively preplan a particular unit utilizing the school personnel resources
- To conserve the teacher's time
- To provide teaching materials when needed

The use of unit teaching and team teaching techniques provide more meaningful experiences for pupil growth.

Team Teaching

An experimental teaching pattern in elementary and secondary schools throughout the nation, team teaching involves two or more teachers who share teaching responsibilities. Together they share instructional tasks and goals, assign appropriate tasks to individual team members, observe one another teach, join in the evaluation of instruction, hold discussions based on common observations of teaching and the effects of teaching, plan common tests and trade teaching techniques. The team, two to 10 teachers, brings the entire group of learners (students and teachers) together for orientation purposes through demonstrations and visual aids.

Team teaching as a technique may improve the quality of instruction, develop improved instructional techniques and make better use of teacher time, space and resources. It provides an organizational vehicle for specialization in teaching and further developing specialties within a subject. If physical educators are to make their unique contribution to the formulation of the secondary school curriculum, they must become conversant and knowledgeable about this new pattern of school organization. The use of team teaching and an in-depth study of sports and other physical activities should broaden the scope of physical education and make this unique area more meaningful to teachers and students.

Use of Teaching Stations

One of the main considerations in scheduling and assigning physical education classes is the availability of teaching stations. The adequate number of stations should be based on the class size, number of classes and breadth of the program.* Other considerations should be given to the activity involved, use of apparatus, safety, surface of the station and weather conditions. A list of all available teaching stations (both indoor and outdoor) and the activities to be taught should be correlated on a work sheet for the best use of stations.

*See *A Guide for Planning and Construction of Public School Facilities in Georgia: Physical Education Facilities*, State Department of Education, 1976.

The following descriptions and chart show how a physical education teacher or department head can better use teaching stations. In this case, the four teaching areas include the gymnasium, a multipurpose room, outdoor paved areas and grassy areas. The gym has two teaching stations (A and B) and the outdoor grassy area has three stations (A, B and C). The other two areas have one teaching station each.

The activities included in this physical education program are archery, badminton, basketball, field hockey, fitness, flag football, gymnastics and tumbling, rhythms and dance, soccer, softball, speedball, tennis, track and field, volleyball and wrestling.

The following chart indicates how a teacher may plan activities and avoid teaching station conflicts and also may be used for scheduling class periods.

The chart reveals, at a glance, where teachers A, B, C, D and E are located and what they are teaching.

Teacher A is teaching basketball using both stations in the gym.

Teacher B is teaching gymnastics, tumbling and free exercise in the multipurpose room.

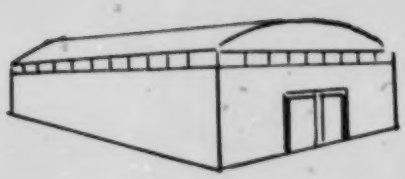
Teacher C is teaching tennis on the outdoor paved area.

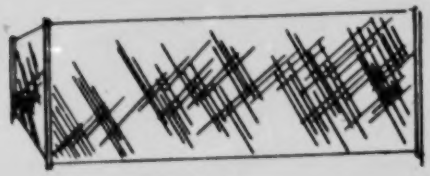
Teacher D is teaching archery at station A of the outdoor grassy area.

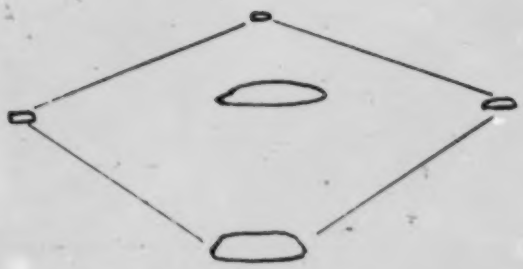
Teacher E is teaching field hockey at station B of the outdoor grassy area.

Other strategies that may be used with teaching stations include

- off-season scheduling of seasonal activities;
- rotation of activities in schedule;
- use of circuit training;
- use of covered passageways in inclement weather;
- use of entrance areas in the gym.







Date _____ Period _____ Quarter _____

EXISTING TEACHING STATIONS

Units	Gymnasium A	Gymnasium B	Multipurpose Room	Outdoor Paved	Outdoor Grass A	Outdoor Grass B	Outdoor Grass C
Archery					D		
Badminton							
Basketball	A	A					
Field Hockey						E	
Fitness							
Flag Football							
Gymnastics Tumbling Free Exercise			B				
Rhythms and Dance							
Soccer							
Softball							
Speed							
Tennis				C			
Track and Field							
Volleyball							
Wrestling							

Quarter Plan

The revised quarter program of curriculum reorganization has caused an outstanding weakness in the physical education curriculum. Since the revision, there have been few sequential and graded depth learner oriented programs used in the secondary physical education program. Many programs offer too much repetition and not enough depth for the secondary school student.

The following example, using gymnastics, is offered as a framework for developing a progressive depth graded program that will be meaningful for the learner. The course is divided into three separate quarter courses of study — beginning, intermediate and advanced.

Beginning Gymnastics will consist of

- use of spotters
- stunts and tumbling — individual, dual, group
- trampoline — mount and dismount, break or stop, fundamental bounce, drops, pirouettes
- balance beam — mounts and dismounts, standing, walking, running, jumping, skipping, sitting
- vaulting or Swedish box (side horse lowered)
  crosswise — one foot "take-off", two footed "take-off"
  lengthwise — forward rolls, squat jumps
- rope climbing — single rope climb, foot and leg lock, the stirrup, cross leg

Intermediate Gymnastics will consist of

Objectives

- to demonstrate improved body form and grace of movement in gymnastics
- to use safety techniques and procedures
- to improve the basic performance skills on gymnastics apparatus, stunts and tumbling
- to demonstrate skills with a greater degree of difficulty
- to perform free exercise routines as an outgrowth of stunts and tumbling

Skills

- review basic skills, spotting and safety techniques
- stunts, tumbling
- trampoline and balance beam — introduce new skills with a greater degree of difficulty, skills arranged in sequences for individual performance with emphasis on fluid movement
- parallel bars and horizontal bar — grips, mounts and dismounts, moves and stunts
- rings (shoulder height) — still rings, chin-ups, stunts
- flying rings — swinging, dismounts, stunts
- rope climbing — emphasize attaining greater height and speed, climbing without use of legs
- vaulting
  side horse — basic skills, supports, vaults
  long horse — basic skills, use of reuther board, vaults

Advanced Gymnastics will consist of

Objectives

- to demonstrate individual ability to perform skillfully in gymnastics
- to exhibit competence in officiating, scoring and organizing gymnastic competition
- to conduct and participate in gymnastic competition

Skills

- trampoline, balance beam, free exercise, uneven parallel bars and flying rings
- review safety techniques
- review isolated intermediate stunts
- review intermediate routines
- new stunts with a greater degree of difficulty
- advanced routines
- organizing a competitive program
- techniques for officials
- side horse
- review safety techniques
- vaults — review approach, review intermediate vaults, introduce new vaults on an advanced level

Support Work

- review intermediate support stunts

- introduce new support stunts on an advanced level
- combine support stunts to form advanced routines
- organize a competitive program and techniques for officials

Long Horse

- review safety techniques
- review use of reuther board

Vaults

- review basic vaults
- introduce stunts
- organize a competitive program and techniques for officials

Rope Climbing

- place emphasis on conditioning value
- review safety techniques
- review basic and intermediate skills
- work on advanced stunts

Horizontal Bar

- review safety techniques
- review isolated intermediate stunts on low bar
- review intermediate routines on the low bar
- cover techniques for swinging and dismounting on the high bar
- introduce intermediate stunts on the high bar
- work on high bar stunts
- organize a competitive program and techniques for officials

Examples of Course Titles and Descriptions

Introduction to Physical Education, Personal Assessment and Physical Fitness. This course is designed for students to assess themselves, learn about the role physical activity plays in their lives and plan for a personal fitness program.

Introduction and Beginning Skills for Flag or Tag Football and Soccer. This course offers activities which teach the history, basic skills and techniques of football and soccer.

Introduction and Beginning Skills in Gymnastics and Weight Training. This course includes activities which will teach self-confidence through participation in personal development and skill proficiency. The course allows students to explore activities in more depth than many courses.

Introduction and Beginning Skills in Tumbling and Gymnastics, Wrestling and Self-Defense. This course offers exploratory experiences in activities designed to enhance the physical self-perception.

Introduction and Beginning Skills in Basketball and Volleyball. This course teaches the history, rules, basic skills, techniques and terminology of basketball and volleyball.

Introduction and Beginning Skills in Track and Field, Softball, and Cardiorespiratory Endurance. This course teaches the rules, history, techniques and events included in track and field and softball, with students practicing each skill. The course also includes the AAHPER Physical Fitness Test and the New Aerobics.

Introduction and Beginning Skills in Angleball and Speedball. Activities in this course include the introduction, beginning skills, concepts and team play techniques of angleball and speedball.

Introduction and Beginning Skills in Recreational Games. This course includes the introduction and beginning skills for shuffle board, horseshoes, darts, chess, checkers and billiards.

Introduction and Beginning Skills for Rhythms, Folk Dance, Square Dance, Ballroom Dance and Movement Education. International folk and ethnic dances will teach beginning maneuvers and skill development needed for complex coordinated movement patterns.

Introduction and Beginning Skills for Swimming, Archery and Golf. Students will learn the history, terminology, skills and techniques of successful participation in swimming, archery and golf.

Introduction, Beginning and Intermediate Skills in Outdoor Education. Activities will develop knowledge, skill and attitude for camping, casting and angling, hiking, boating, bicycling, orienteering, backpacking and shooter sports.

Introduction and Beginning Skills for Paddleball and Tennis. Includes the history of tennis, basic rules, court dimensions, skills development and basic techniques for tennis and paddleball.

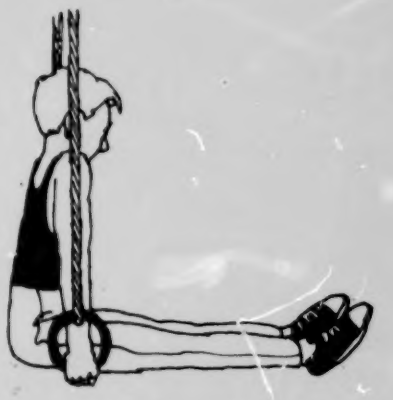
Introduction and Beginning Skills for Badminton and Bowling. Teaches the basic skills needed for badminton and bowling and includes some competitive play.

Beginning and Intermediate Skills in Wrestling and Self-Defense. Basic skills such as takedowns, escapes, throws, reversals and basic martial art skills will be introduced and developed in student activities. The history and safety aspects of wrestling and self-defense will also be examined.

Intermediate Skills in Tag or Flag Football and Soccer. Students will engage in basic fundamental skills such as throwing, catching, heading, trapping, tackling, dodging, running and kicking. Basic team techniques of soccer and flag football will be introduced and team strategy will be incorporated into student activities.

Intermediate and Advanced Skills in Slimnastics and Weight Training. Students will concentrate on specific muscle groups to develop their bodies closer to a personal ideal. After basic instruction, self-directed learning will be the major learning technique.

Intermediate Skills in Gymnastics and Tumbling. This course will include floor exercise and activities on the rings, parallel bars, horse, balance beam, trampoline and horizontal bar. Stunts and tumbling activities will include walkovers, head-springs and front hand-springs.



Intermediate Skills for Basketball and Volleyball. Students will participate as team members in class play and tournaments while developing skills in shooting, dribbling, guarding and passing. Students will be exposed to team strategies, types of offerings and defenses. Power volleyball, the main emphasis, will stress spiking, scooping, setting up, serving and team play.

Intermediate Skills in Track and Field, Softball and Cardiorespiratory Efficiency. This course will include instruction in the basic fundamentals of track and field and softball. All facets of track and field will be introduced and students will select areas of concentration after exploring all facets. Team play, strategy and continued individual skill development will be the major concentration of the softball instruction.

Intermediate and Advanced Skills in Rhythms, Movement Education, Modern and Creative Dance. This course will involve rhythm activities and more advanced dance activities. Students will express creativeness through improvisations and other dance forms.

Intermediate and Advanced Skills in Golf, Tennis and Swimming. Individual play and strategy and technique sessions will be a part of the instruction in golf and tennis. Activities in swimming such as synchronized swimming, diving, distance swimming and special types of competitive swimming will be taught.

Intermediate Skills for Badminton and Bowling. This course is designed to offer the student specific training in badminton and bowling. Participation in both activities will be the major course content and activity.

Adapted Physical Education. This course will be organized for students unable to participate in the regular scheduled program. Students will be enrolled in this course on request of the parent and family physician. Activities will be conducted to meet the needs of each individual.

Student Assistant. A student may enroll in this course after completing six quarters of physical education instruction and upon written recommendation of a physical education faculty member. This course is designed to give an eligible student the opportunity to perform as an assistant to physical education instructors.

Self Directed Study in Physical Education. This course allows students to pursue specialized study. The course may be based on a contractual agreement between the student and instructor.

Competency-Based Physical Education in Georgia

In 1969 the Georgia Department of Education initiated the Georgia Assessment Project (GAP), which measured the progress of Georgia's youth toward achieving skills needed to live successfully in the Georgia and United States of 1985 and beyond. The information secured from GAP identified areas of critical educational planning. Eleven Georgians were appointed to an Advisory Commission on Education Goals. Among its tasks, the commission identified as educational goals the knowledge, skills and values that will enable the Georgia citizen to live successfully in the future.

GAP presented both enterprise and product goals. Among the product goals is a group called "The Individual at Leisure," which was expanded by the Atlanta City Schools in the Atlanta Assessment Project. For each of the GAP product goals students exiting Atlanta schools were tested to determine if they had attained these goals. After being field tested and used in the Atlanta City Schools, the objectives and tests were then field tested for statewide applicability in 1975.

During the same year the Health, Physical Education and Recreation (HPER) Unit of the Georgia Department of Education undertook a project to develop a rationale for physical education and both enterprise and product goals which were scheduled to be included in the revision of the department publication *Curriculum Framework*. The product goals were then interpreted by the coordinator of the HPER unit to include student expected outcomes.

As studies were made in an attempt to increase the physical education requirement in secondary schools, to foster revision of *Standards for Public Schools of Georgia* and to initiate competency-based education, two committees were jointly appointed by the Georgia Department of Education and the Georgia Association for Health, Physical Education and Recreation. The committee making recommendations for competency-based education prepared a composite of 12 life skills that were essential to every student exiting secondary schools in Georgia. This list of life skills was expanded by exploration of class credits, assessment methods, alternative credits, proficiency testing and other pertinent areas of understanding necessary for a competency based education program. The recommended essential life skills are included as Appendix B. The committee studying the new directions

for *Standards for Public Schools of Georgia* prepared a report clearly delineating the expected student competencies and the method to accomplish the competencies.

Using the previously cited studies and reports as a basis for formulation, the following essential life skills and accomplishment indicators provide a point of departure for local secondary schools to establish essential life skills in physical education for graduating students.

Secondary Physical Education

Examples of Essential Life Skills

Cognitive Domain

1.1 The physically educated individual will be aware of the necessity for safety precautions and understands the fundamentals of sports safety including water safety.

Indicator

A. The student will have successfully completed at least one safety education learning experience as part of an approved course.

B. The student will have successfully completed the physical education requirements which include safety facets of each activity taught.

1.2 The physically educated individual will be self-directed and select wisely all physical involvement activities based on a realistic self-evaluation.

Indicator

The student will exhibit ability to be self-directed and make wise choices as indicated by teacher observation and reporting.

1.3 The physically educated individual will be able to understand the values of leisure and recreation in maintaining good physical and emotional health.

Indicator

The student is actively involved in worthwhile leisure pursuits as indicated on student records.

1.4 The physically educated individual will be aware of the environment and the necessity for wise use of leisure and outdoor education skills, knowledge and behavior for positive utilization and enjoyment.

Indicator

The student is actively involved in the out of doors and has exhibited worthy use of enjoyable leisure time.

1.5 The physically educated individual will be able to understand and appreciate skill involved in creative movement and has experienced the development activities for successfully coordinating movement.

Indicator

A. The student will correctly answer at least 50 percent of the questions on Form 3A or 3B of the AAHPER Cooperative Physical Education Test.

B. The student can demonstrate knowledge and understanding of rules, history, strategies, safety procedures and proper equipment for at least two participation sports by answering correctly 50 percent of the questions on a written test.

Affective Domain

2.1 The physically educated individual will be a good spectator, understand team sports and exhibit the behavior of a good sport.

Indicator

The student acts responsibly while a spectator at school sponsored events.

2.2 The physically educated individual will demonstrate responsible behavior when using public and private recreational facilities.

Indicator

The student demonstrates respect for physical education and public recreational indoor facilities, equipment and outdoor areas.

2.3 The physically educated individual will apply the physical and social skills of physical education to other situations encountered in interpersonal relationships.

Indicator

The student's performance will be as a viable, contributing member in social settings as indicated by teacher observations and reporting of social and anti-social behavior during instruction and play.

2.4 The physically educated individual will participate in a group successfully and experience personal worth and sense of belonging through organized competitive activity.

Indicator

The student is a worthy and contributing member of class teams, intramural or interscholastic teams as indicated by participation records.

Psychomotor Domain

3.1 The physically educated individual will be able to participate in lifetime sports and successfully master at least one lifetime sport. The student also should develop adequate skills to successfully participate in one team sport.

A. The student can successfully demonstrate adequate skills, as measured by test and observation, to positively pursue at least one lifetime activity. Examples: archery, tennis, golf, badminton, bowling, casting and angling, shooter sports, biking, swimming, canoeing and dance. The student can successfully demonstrate skills, as measured by standardized or teacher-made test, of one team sport. Examples are softball, soccer, volleyball, basketball or team handball.

B. The student may meet this requirement by earning the Presidential Sports Award in at least two areas.

3.2 The physically educated individual will be able to exhibit physical fitness and maintain an acceptable level of cardiovascular efficiency, flexibility, muscular strength and muscular endurance.

Indicator

A. The student can run or jog continuously for one mile.

B. Achieve at the fiftieth percentile at the age level on four of the items on the AAHPER Youth Fitness Test.

C. Participate in a personal fitness plan approved by a physical education teacher.
1. Jog 30 minutes continuously daily, five days a week.
2. Bike 10 miles per day per week.
3. Walk three miles nonstop, three times per week at one mile per 15 minutes.

All three of these must include an additional calisthenics of muscular endurance program as prescribed by the physical education instructor. The program should include activities which will provide strength, agility, speed and flexibility.

D. The student is involved in an organized instructor approved swimming-fitness program.

3.3 The physically educated individual will be able to manipulate movement patterns and understand how to break down a complex movement into simpler components with relationship to mass, balance, speed, strength, flow and control of movement.

Indicator

A. The student will be capable of coordinated movement with other individuals as indicated by having completed at least one dance or movement education course.

B. The student demonstrates adequate movement relationships as observed by the instructor and recorded on a proficiency exam.

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Alternative Credit for Physical Education Schooling

In order to meet the growing needs of students and to provide the best education possible, schools are exploring the opportunities for student learning within the community at times other than the regularly scheduled school day. The following presents several unanswered questions prompted by this attempt to provide alternative credits for learning.

- Must physical education credits be totally earned between the hours of 8:30 a.m. and 3:30 p.m. on weekdays or should the student have the opportunity to elect alternatives to formal schooling?
- Should students receive physical education credits for participation in extracurricular activities such as ice skating, participating in a dance group, interscholastic athletics or special interest clubs?
- Should a student receive physical education credit for the same involvement more than one time?
- Should schools employ a measurements expert to develop and administer proficiency testing programs for alternative credits?
- Should alternative credits be allowed?
- What is the responsibility of the school in relation to students pursuing alternative credits?

These questions identify many concerns of today's physical educator, but provide no easy solutions. The issues of alternative credit and proficiency testing will be addressed in plans being made by physical educators in the near future.

The following presents differing perspectives of two individual physical educators.

Credit for the same involvement should not be provided in secondary physical education programs. It would seem feasible to allow credit for various levels of instruction such as beginning tennis, intermediate tennis and advanced tennis; however, credit for basketball for twelve consecutive quarters seems improper.

A student who chooses to engage in tennis lessons taught by a professional tennis instructor during out-of-school hours may be involved in more comprehensive instruction than would be available from the school staff.

The following guidelines attempt to organize the alternative credit movement for secondary school physical educators.

1. Make sure the local school board has approved alternative credit for in-school instruction and that existing written guidelines are available for students, parents, providers of alternative credits and school instructional staffs.
2. Do not discriminate against any group or individual in administering all policies and make sure the physical education department has a well conceived and well written plan for alternative credit issuance which is approved by the school administration.
3. Make sure the school system and physical education department plan for alternative credit include the understanding that alternative credit is a privileged undertaking and that the school authorities have the right to discontinue the privilege if abused.
4. Allow no credit for involvement in an activity which could be considered a repeat of previous exposure.
5. Allow no credit unless a contractual agreement is established prior to the alternative instruction.
6. The provider of alternative instructional activities should help formulate the agreement.
7. Stipulate the hours or units of credit allowed, the duration of instruction, specific objectives, method of proficiency testing, areas to be tested and latest date for completion of testing in the contractual agreement.
8. Provide combinations of interdisciplinary credits only after forming joint agreements with other department representatives, student and physical education department staff.
9. Make sure all agreements are signed by the provider of alternative instruction, the student, the parent or guardian of the student, the responsible physical educator and the school administration.
10. Allow for flexibility within the plan but do not sacrifice accountability.
11. Clearly establish a legally binding release of responsibility **for the student involved** in alternative instruction.
12. Alternative instruction credit should not be allowed for instruction in specific activities which are being provided in scheduled school classes.
13. Alternative credit should not be given for more than one-third of the local requirement and for no more than three quarters (one year).

14. Alternative credit should be based on time of involvement as a part of the agreement or contract and 50 instructional hours successfully completed should make up a five hour or one-third unit credit.

The above recommendations should not be considered all inclusive and should not inhibit the alternative credit, but should be considered a systematic approach assuring less trauma in the movement to alternative credit programs.

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Chapter III: Policies

Organization and Administration of the Instructional Program

Class Instruction – Policies

There shall be no substitution (art, band, military) for the instructional program of physical education.

All students should be scheduled for physical education according to grade level, special needs, abilities and capabilities.

Adapted physical education should be provided for those students who, for health reasons, are unable to participate in regular classes. A physician's recommendation in consultation with the teacher should be the basis for the assignment to these classes and for determining the activities which should be prescribed for the child. The services of teachers with special preparation in adapted physical education should be available to every school. See Appendix D.

The health and safety of the individual should be of permanent consideration in every phase of physical condition.

Class size in physical education should be consistent with the class size of other subject areas.

All pupils should be encouraged to change to prescribed clothing for the physical education class. Showering should be encouraged and made an essential part of the physical education program.

Libraries should include an adequate collection of books, periodicals, audiovisual aids and other resources relating to physical education.

Program of Activities and Some Guidelines

Class instruction in physical education should provide a planned, balanced and varied progression of activities based upon needs and abilities of students at each grade level.

The secondary school program should include rhythms, aquatics, gymnastics, stunts, tumbling, individual and dual sports, team games and special conditioning activities.

Secondary school students need to be taught more than the acquisition of a reasonable level of sport skills. These students are more mature and are responsible persons capable of making wise decisions based on facts. Students must be given sufficient breadth and depth of information so that they may be able to act wisely on matters pertaining to their own physical and mental well being.

- The teacher must direct attention at this age to the major health problems of today; i.e., diseases and conditions which are held by many to be a reflection of today's technological society such as obesity, physiological stresses and degenerative diseases. There is enough research to indicate that these conditions may be prevented by a sensible regimen of living.
- Fitness must be viewed as an integral part of the individual's lifetime pattern. The teacher must emphasize the effects of physical activity upon human health and physiological well-being.
- Students must be taught to plan a sensible exercise program for themselves now and in the years ahead and must learn how to develop and maintain a satisfactory fitness level.
- Teachers must begin turning from the mass-oriented programs and emphasize the teaching of lifetime sports and prescribed exercise progressions for the individual.
- Students must be encouraged to explore new games and create new approaches to play. An advanced games course will allow students to create the games they play and to expand on the new games philosophy. Teachers should establish liaison with the New Games Foundation and should include *The New Games Book*, Doubleday and Company, Inc., Garden City, New York, 1976, in their personal library.
- Vigorous exercises with more demanding exercise progressions, such as weight training, interval training, endurance walking, running, swimming and cycling, should be included in the program.
- The relative values of isometric and isotonic forms of exercise should be discussed and demonstrated.
- The teacher must develop strategies involving more students in meaningful physical activities.
- The teacher and school adminstrator should keep abreast of new teaching strategies.
- The teacher and administrator must be able to modify and adjust programs so they may better use features and practices such as the nongraded

school, team teaching, the park school, conceptionalized teaching, independent study, programmed instruction and self-directed learning.

- Curriculum evaluation by students and teachers must be a continuous part of the program, used to determine the extent of student progress, planning of future programs, adjustments in present programs, improvement of instructional methods and necessary guidance for individual students. Evaluation may be used to interpret the program to pupils, parents and the community.

Because of time limitations, testing isolated functions of the human body, rather than attempting to measure total performance with one test, is considered the teacher's most effective method of measuring physical fitness. The types of tests which best serve the physical educator follow.

- Knowledge tests
- Tests of understanding, attitudes, beliefs and appreciation
- Tests of activity skills
- Tests for organic fitness

Specific information on evaluation and measurement is in the section on testing and evaluation.

Staff

When the administration of any school or school system assumes the responsibility for providing a quality physical education program for all students, it must provide an adequate staff to accomplish this objective. The number of staff members required to provide a quality physical education program should be determined by the number, age, sex and previous physical education experience of the total school enrollment. Staff size is also determined by existing facilities, equipment, materials and proposed acquisitions. Attention should be given to staff balance by employing individuals with various specialties (team and individual). The school principal is responsible for insuring a reasonable and lawful student-teacher ratio during the scheduling process.

The physical education staff must accept the responsibility for efficient program planning. In the small secondary school, this responsibility may be met by one or two staff members. In the large comprehensive high school, planning requires the total physical education staff. Systemwide planning is also desirable.

The teacher of physical education should have the qualifications expected of all teachers; a good mind, broad intellectual curiosity, creativeness, energy, experience, enthusiasm, emotional balance, pleasing personality and a deep interest in youth. The physical education teacher should be socially sensitive and aware of the handicapped child's special needs.

The professional staff member will assume the professional responsibilities in which all articulate teachers involve themselves: active membership in professional organizations, active interest in school and community affairs and wholesome willingness to improve professionally through in-service training and periodic college level study.

Equipment and Instructional Supplies

A reasonable amount of equipment and instructional supplies are required to adequately maintain activities. The amount and kinds of equipment are determined by the activities offered in the curriculum and the number of students. If supplies are inadequate for efficient instruction, time is wasted and participation is limited, resulting in frustration and loss of student interest.

Storage

Adequate storage facilities and efficient storeroom management insure the availability of equipment for safe, effective use. Separate storage facilities for items in active, current use should be readily accessible while other materials may be stored in a less convenient location. Racks, bins, shelves, and other storage spaces should provide maximum utilization and insure retention of the original shape and condition of the stored material. Thorough cleaning of used equipment and supplies before storing them is essential. Damaged equipment

should be repaired before storing. Temperature, moisture levels and ventilation of storage areas must be carefully controlled to protect equipment and supplies. Storage rooms should be located near the areas where the equipment is used. A list of equipment and instructional supplies needed for each component area of the physical education curriculum is provided in *Physical Education Equipment Guidelines for Georgia Schools*, Georgia Department of Education, Atlanta, Georgia, 1977.

Grading

Each student enrolled in an instructional class in physical education should receive a grade based on the school's uniform grading system and used for credit toward graduation.

It is extremely difficult to assign a letter grade to a student in physical education which accurately measures his or her progress toward healthy growth and development. Far too often, the physical education grade measures only the student's ability to appear in class dressed in a gym suit. Since the teacher must assign a grade to each student the following areas of evaluation should be considered in determining the grade.

Physical achievement — Standardized tests of motor activity, fitness tests and skill tests.

Skill improvement — Subject evaluation by the teacher, improvement in achievement scores and student self evaluation.

Knowledge — Rules, fundamentals and techniques.

Health habits — Cleanliness, grooming, safety awareness and practices.

Social adjustment — Attitude, responsibility, ability to work with a group and leadership.

No attempt is made here to determine numerical equivalents for evaluation. Each department must determine a suitable method of evaluation, based on scientific foundations, that measures individual achievement in physical education. On the subject of grading, Latchaw and Brown advise,

Teachers whose chief concerns are with students rather than grades will help students, parents and school administrators move a step further toward intelligent evaluation and communication of student achievement.

Credit

Grades and credit are closely associated problems which appear to depend on the local Board of Education attitude toward credit in general. If the board has adopted certain policies and procedures governing the issuance of credit for promotion and graduation, then these rules should operate in an equitable manner for all subjects in the approved curriculum. A student who has failed a subject should be able to make it up and still graduate within the expected time. The program should be flexible enough to meet these and other student needs.

Time Allotment

The time allotment for regular instruction in physical education is chiefly a matter of years required, days per week, length of period and division of time among different types of activities. The first two considerations are also major functions of the breadth and depth of activities and the number of facilities and class size.

A student should take physical education each year in elementary and secondary school and there should be a daily period of physical education for all boys and girls. The minimum daily instructional period for secondary school students should equal a standard class period for other subject areas.

A minimal amount of time is necessary to accomplish indispensable functions such as dressing, showers, etc. Five or six minutes before class and 10 to 12 minutes after class is sufficient. Subtracting this time allotment from a 55-minute class allows only 32 to 35 minutes for active instruction.

Integration or Correlation with Other Disciplines

Physical education holds an unusually advantageous position for initiating subject integration, since its content is so obviously related to many areas of education. Meaningful understanding of these relationships by the students requires an active commitment by teachers. The development of understanding contributes significantly to the students' complete education as well as to their enjoyment of each area.

Some of these relationships offering opportunities for integration or correlation include:

Art — The human body as an art form may be integrated into drawing, painting and sculpture. Better understanding of movement can lead to better

interpretation of the human body in various art forms. For example, the relationship of music to rhythmic human motion is obvious in all areas of dance.

Biology and Chemistry — The effect of exercise on the human body is determined by biological or chemical changes. Optimal growth and development of many systems of the human body are directly related to exercise. Many students will find much greater meaning in these areas when they relate them to development.

Language Arts — From Homer to Jack London, literature abounds with the beauty and virtue of skilled physical performance. Many students may easily develop skills in creative self-expression, both written and oral, when relating literature to an interest in physical education sports activities.

History — The cultural history of all civilizations involves society's commitment to physical fitness and recreational pursuits. Every sport has a historical background and a relationship to national origin.

Mathematics — The diagramming of play areas uses mathematical concepts. Sports statistics and measurements of distances, time and area are all important to physical activity.

Health — Sound health knowledge and practices form the basis for building the superior body needed for outstanding physical performance. Health education provides the basis for understanding the value of many physical education practices.

Physics — The mechanics of human movement are based on the law of physics. The application of force and the use of leverage are physics principles essential to many athletic skills. Working together, these two fields enhance understanding of the unique aspects of each.

Home Economics — Good nutrition is essential for athletic success while consumer education and family relations provide knowledge for maintaining lifetime fitness practices, the most significant goal of physical education.

Spe rvice areas which lend themselves to the integration of physical education with other phases of the school curriculum include:

Guidance — Physical education teachers receive distinct advantages in guidance denied most academic teachers. Guidance is an integral part of the teaching-learning process in the gymnasium and on the playground. The teacher's skill in individual analysis and correction is a crucial factor in determining individual student achievement. The instructor of gross motor activities is also concerned with personal guidance of individual pupils and often counsels pupils in appropriate behavior responses. In gymnasia and playgrounds boys and girls can be observed under stress. Close coordination with health services aids provides special services to the handicapped and temporarily disabled student. The physical education instructor must learn to recognize professional limitations and to identify student problems which should be referred to guidance specialists. For a successful guidance program, cumulative records for each student should be made available to all teachers.

Safety — A safety council composed of the principal, teachers, students, maintenance staff and a firefighter and police officer from the community may coordinate efforts in making the school a safe place to work and play. Statistics indicate accidents are among the foremost causes of child death. The first objective is to provide a safe physical environment. Knowledge of safety rules alone is insufficient protection. Carelessness and immature judgment cause most accidents; therefore, the schools must develop safety consciousness in all boys and girls.

Units of safety instruction may be integrated effectively into the content of physics, chemistry, biology, home economics, shop, driver education and physical education. The physical educator, who is usually trained in safety and first aid procedures, should secure and make available to appropriate school personnel current materials and teaching aids—on safety.

Throughout the entire curriculum, skilled teachers can develop ways of relating student interest in physical education to other academic areas for the mutual benefit of each field. Physical education teachers can broaden the understanding of these relationships.

Safety in Physical Education

Accident statistics reveal the gymnasium and athletic fields are the most hazardous areas in a school. Approximately 30 percent of all school accidents occur here. Because of this evidence, it is imperative that physical education teachers be accident conscious and plan all phases of the program with safety in mind. This should not only imply that activities be rejected because they are hazardous. Rather, the responsible teacher should take every safety precaution for those rewarding physical education experiences which do carry risk of injury. If programs are planned without concern for safety

and accident prevention, teachers subject themselves to possible legal action and financial loss. In Georgia, legal action for redress from injury can be taken against the teacher or individuals responsible for school programs. Boards of education cannot be held responsible. For their own protection, teachers must become familiar with laws regarding school liability and how to protect themselves against legal action if injury should occur.

Safety in physical education is promoted by good program planning, competent leadership and proper equipment and facilities which are maintained in safe, efficient and usable condition. No activity should be undertaken without proper safety precautions and no equipment should be used until the instructor is assured of its safe condition.

Each school should have a plan of action to handle accidents or injury. A record-keeping system should provide information about the nature of all accidents and injuries, the action taken and the names of witnesses. These records are useful for assessing school safety programs and valuable in the event of legal involvement. An accident report form appears in Appendix E.

Hazardous equipment should be stored or secured when it is not being used under proper supervision. This equipment, when not properly cared for, may constitute what is legally called an "attractive nuisance." Even though students use it against specific instructions of school personnel, it may lead to injury and legal liability. Recommendations for secondary school first aid supplies are included in Appendix H.

Health Services

The Health Appraisal

Health appraisal is the process of determining a child's total health status through health histories, teacher and nurse observations, screening tests and medical, dental and psychological examinations. The health appraisal should report mental as well as physical health.

Based on their medical examinations, children are classified for physical education classes as follows.

- Average normal children should be able to participate in all types of vigorous activities.
- Children with temporary or permanent conditions requiring activity limitations should be placed in restricted or modified programs.
- Children with conditions susceptible to improvement should be assigned to remedial or corrective programs. In some cases rest might be recommended. Example letters to parents and physicians are included as Appendix D.

Because the family physician is usually more aware of the child's background and has more factual information about the pupil than the school doctor, he or she often conducts the medical examination. In cases where families do not have a family physician or cannot afford the expense of a doctor's examination, the school should make necessary provisions for the health appraisal. Treatment of remedial defects, however, is not the responsibility of the school.

When the school employs several doctors to conduct mass examinations, standardized forms should be used with a minimum of procedure. The examinations should be conducted in a place which is quiet, attractive and professionally appropriate, with ample space for personnel, supplies and equipment.

Cumulative health records should be kept for each student throughout the school career. When a student transfers from one school to another, a copy of the medical examination record should accompany the transcript of courses sent from the previous school.

Information concerning defects should be transmitted to parents on acceptable reporting forms or, in some special cases, in person by the nurse. Information concerning defects which may adversely affect a student's educational advancement should be reported to the guidance department and to the student's classroom teachers.

Students returning to school after a prolonged absence or frequent absences should present a medical certificate from their family doctor or be examined for medical clearance by the school physician. The presence of parents at the health examination of secondary school children is not recommended. Students should assume responsibility for knowing their own health status.

A comprehensive health examination should be given to all students every three years. This plan is a bare minimum. The years intervening should include screening tests for vision and hearing.

Student Leaders

By training student leaders to help with classroom responsibilities, physical educators not only operate a more efficient department, but sometimes recruit future physical education teachers who extend their student leadership role to a lifetime career.

Criteria for the Selection of Student Leaders include

- an expressed interest in the field of physical education;
- a background of successful achievement in physical education classes;
- above average skill in physical education activities;
- maintaining an average academic achievement level;
- neat appearance and neatness in specified uniform;
- evidence of leadership ability as shown in effective group relationships;
- the ability to accept direction from superiors;

Some of the duties of student leaders follow.

- Act as squad leaders
- Assist in demonstration of various skills
- Officiate at games
- Handle organizational responsibilities such as roll check, handling of equipment and locker room supervision
- Direct small groups

Before assuming instructional responsibilities, the student leaders should be trained by the staff. After assuming responsibility, their performance should be evaluated periodically.

Lockers and Dressing Rooms *

Physical education dressing rooms should be separate from athletic dressing rooms in order to eliminate problems arising from the dual use of facilities. If separation is impossible, provision for the security of personal belongings must be made. The dressing rooms must be large enough to accommodate the maximum number of students dressing at any one time. It is impossible to teach physical education in an unhealthy environment; therefore, it is the responsibility of the administrator, physical educator and maintenance staff to insure a high degree of sanitation at all times.

Shower Rooms

Showers should be constructed in a location where they may be used by physical education classes during the school day and by other groups after the school day. When the school day ends, doors leading from the physical education dressing room should be locked.

Lockers and Baskets

Some things to consider in the selection of lockers follow.

- Size of the class
- Grade levels represented
- Number of classes to use the lockers
- Type of uniform to be used
- Size of locker room

Consultants from the Georgia Department of Education and from school systems with strong physical education programs are available for assistance in selecting this equipment. Lockers should be elevated for best sanitation and maintenance.

Benches

Rustproof, sturdy benches should be provided in the dressing rooms.

Laundry Services

It is desirable for schools to provide laundry services, although a charge to defray cost may be necessary.

*For complete guidelines refer to: *A Guide for Planning and Construction of Public School Facilities in Georgia: Physical Education Facilities*, Georgia Department of Education, Atlanta, Georgia, 1976.

After School Use of Facilities

During leisure hours school recreational facilities are made available to community adults and youth. The school becomes a bonding unit, coordinating the school program with the community recreational program, thereby saving funds for both agencies. To operate smoothly, the carefully planned program must meet the philosophical objectives of both agencies. In addition, funding, supervision, equipment use, care maintenance and other responsibilities should be defined by legal contract. The policies for such a program are usually established by local boards of education with references to Georgia School Laws (Part XVIII 32-1903), included here as Appendix F.

Intramural and Extramural Programs

By popular definition, intramural sports generally designate all competitive and recreative activities taking place within the imaginary boundary of a particular school or institution.

Extramural sports are those competitive and recreative activities between schools which are outgrowths of the program of physical education or sports. Participants in extramural sports are not specifically selected or trained for the sole purpose of interschool competitions. Extramural activities, or play days, may be conducted with children of two or more nearby schools. At extramural events, school identity should have little significance.

Intramural and extramural play days and sports days are on an integral part of the curriculum. Their inclusion should not be questioned. Close coordination should exist among the required classes in physical education, the intramural and extramural programs.

The intramural and extramural programs serve the needs of all students, regardless of their degree of skill, age, strength, sex and size. They provide friendly competition among groups from other schools as well as within schools. The objectives of the intramural and extramural programs, to enrich the lives of all participants, are compatible with the total education program.

Interscholastic Athletics

Interscholastic athletics, as defined in Appendix A, involve competition between the most skilled students from schools having comparable academic levels, size and age. Interscholastic athletics, as a phase of the complete physical education program, must supplement and not replace, opportunities provided for all students. There should be no limit to the number of students who will participate in sports activities. Varsity, grade teams, intrasquad, extramural and intramural teams should be provided for all students who wish to participate. Recreational sources in the community should be included in the planning and implementation of such a program.

Some practices which the physical education program should avoid are

- excusing members of interscholastic teams from participation in physical education classes;
- substituting interscholastic competition for physical education credit;
- transforming the physical education program into a seasonal sports program of football, basketball and track for the coach's convenience;
- allowing varsity athletes to dominate play in certain group sports taught in physical education classes. This practice neglects students who need the most attention;
- developing an attitude of resentment among interscholastic players who are forced into a program (usually a seasonal sport physical education program) which does not offer them enough challenge;
- conducting interscholastic practice sessions during regular school hours. This robs the physical education program of teaching stations as well as academic periods for the athlete.

Physical educators must avoid these pitfalls to have a successful relationship between the physical education and interscholastic athletic programs.

The interscholastic athletic program makes valuable and unique contributions to the total school system. In addition to enjoying the contests, students skilled in these areas, as in academic and other special fields, have an opportunity to develop to their greatest potential. When used properly, athletics serve as a lifelong medium fostering physical, mental, emotional and social growth.

Standards

In 1967, the Georgia Board of Education approved the *Standards for Public Schools of Georgia*, which provides minimum criteria to upgrade all schools in the state. These standards supersede all previous regulations and laws.

The standards cover all phases of the curriculum, staff and physical facilities of education in Georgia. The general curriculum requirements outline minimum standards for health and physical education programs in Georgia schools. The standards will be changed as schools improve; consequently, administrators and physical educators should keep up with changes and trends reflected in the standards.

Standards for Public Schools of Georgia may be acquired from the Georgia Department of Education and those 1980 standards relating to Physical Education are included as Appendix L.

Crucial issues in physical education and health can be promoted successfully through public relations and creative interpretation. The public enthusiastically supports important issues when presented effectively.

Communication with parents at the beginning of a school term is essential to inform them of the program's organization, aims and objectives. Continued communication throughout the year in the form of a bulletin is another helpful public relations effort. Clever, current bulletin boards should be on display at the school. In some communities, informational booklets and student handbooks have been useful.

Assembly programs, PTA functions, open houses, special club programs, play days and sports days are all actively featured in a progressive school program. It is not suggested, however, that undue lengths of time be spent in such productions. Student instruction is still the top priority.

Administrators and academic faculty should be kept informed of innovations in physical education. This is perhaps best accomplished by developing a high level of rapport among the physical educator, faculty and staff. The physical educator should show interest in all facets of the educational program by active attendance at faculty meetings and enthusiastic participation in school activities.

The public news media provide a desirable outlet for community interpretation of the school program with publicity, feature articles written by students themselves and broadcasted sports events. The local high school paper is a most accessible medium.

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Chapter IV: Program

Fitness

Walking (Endurance)

Probably no form of activity builds endurance and combines ease of scheduling, inexpensiveness and fun more than walking or hiking. Walking as a regular form of exercise helps improve muscle tone in the arms and legs and when executed vigorously (four to five miles an hour), improves circulation. A noted heart specialist maintains that an exercise like walking also improves diaphragm tone, resulting in a better functioning organ for bringing oxygen to and removing carbon dioxide from the blood. Doctors have found that vigorous walking is an excellent antidote for nervous stress and strain.

When planning a walking program, the first walks should be relatively short and become gradually longer. The participant should walk a given distance at least five days a week. A walk schedule should be at least 15 weeks in duration, at the rate of four miles per hour, then gradually working up to a 12-to-14 minute mile. One should eventually walk four miles a day in less than one hour to maintain condition and good muscle tone.

When walking properly, the individual assumes good posture — head high, chest extended, diaphragm depressed and hips folded back. He or she should use leg instead of back muscles, with toes pointing straight ahead or turned slightly in. In a proper walk, the shoe heels will wear first on the outer rear corner. The legs should swing effortlessly and arms normally.

Objectives are

- to improve cardiovascular endurance;
- to improve circulation;
- to improve strength;
- to improve organic development;
- to have fun and enjoy walking as a pleasant pastime.

Equipment should include

- well-fitting shoes;
- comfortable clothes to suit the weather;
- timepiece;
- cane or staff for walking over rough or sloping terrain.

Evaluation can include

- evaluation of distance and time;
- Kasch pulse recovery step test;
- periodic cardiovascular tests (accompanying health examination).

Interval Training

One of the most modern conditioning methods and possibly the key to cardiovascular endurance, interval training, has been used by Australian swimming coaches since the early 1950s. Many American swimming and track coaches are currently experimenting with interval training.

It is a training method involving swimming or running set distances with limited intervals of rest between each effort. Interval training permits the individual to increase his or her tolerance for exercise over a period of time. Each person, regardless of ability, can use interval training to work at a personal level of endurance.

An interval training schedule consists of activity from 30 seconds to one minute at fairly intense effort (not complete). Each period of exercise is followed by 10 seconds to 2 minutes of slow, recuperative activity. Research indicates that the heart rate should run to 110-120 beats per minute or less during the rest interval and should not exceed 144 beats per minute during early training.

The four factors which are important in using the technique are the following.

Distance — to build endurance, distance should be long enough to create a stress in the performer.

Speed — runner or swimmer increases speed over a designated distance which it is possible to repeat, allowing rest between each run or swim.

Number of repetitions — depends upon their value or purpose.

Rest or recovery period — the recovery interval is gradually reduced as training progresses.

Interval training is a method which is readily adaptable to conditioning children and adults.

Objectives include

- developing cardiovascular endurance;
- developing speed;
- enhancing flexibility and strength;
- increasing tolerance for exercise.

Skills include

- sprints (running and swimming);
- distances (running and swimming);
- skills associated with the sports of track and swimming.

Equipment includes

- garments and other gear suitable for the sport involved (track, swimming, etc.);
- stop watch;
- measured distances on track or in pool

Evaluation includes

- cardiovascular tests;
- Kasch pulse recover step test;
- standard physical fitness tests;
- strength tests.

Confidence Courses

Confidence courses vary in length from short courses around a gymnasium to a quarter mile or more around an athletic field or track. Built to fit the local terrain around a school or campus, such courses are comparable to short, cross-country courses. A well-planned confidence course, with obstacles spaced at frequent intervals, will test almost every conceivable method of human locomotion.

The course should provide a complete workout including running, walking, climbing, balancing, gripping, pulling, rolling, pushing, crouching, swinging, hanging, leaping, crawling, ducking and bending.

Time trial practice periods should be devoted to instruction, demonstration, practice and training on the various obstables. Participants should exercise individual initiative in perfecting techniques and skills best suited to their physical ability. Perfection of form in each skill will prevent and decrease injuries.

Objectives include

- to motivate and acquire physical conditioning;
- to develop the cardiovascular system;
- to improve the fundamental physical skills (running, jumping, climbing, etc);
- to increase flexibility, balance, strength, speed, coordination and relaxation.

Skills include

- suspension hanging and traveling;
- fence vaulting;
- traveling under-over-under a barrier;
- maze running;
- hurdling a low barrier;
- scaling a wall;
- rope swinging — travel from one rope to another with feet off ground;
- broad jumping;
- hedge hop running (use six tires);
- ladder climbing;
- running to finish line.

Equipment includes

- adequate footwear;
- comfortable appropriate clothing;

Evaluation includes

- time trials;
- pulse rate recovery test;
- cardiovascular tests;
- standard physical fitness tests;
- strength tests.

According to field tests by Project Adventure (Box 157, Hamilton, Massachusetts 01936), students prefer the more adventurous confidence challenges in which an element of risk provides excitement.

Rope Skipping

Agility and coordination are two skills fundamental to many team and individual sports. Rope skipping, an enjoyable and challenging activity, develops and maintains agility and coordination while building endurance and stamina. It also tones leg muscles and when done vigorously, increases lung capacity and cardiovascular efficiency. Athletic coaches prescribe rope skipping to develop hand/foot coordination, balance and dexterity so essential for basketball, baseball, football and boxing. The degree of concentration required to coordinate eyes, hands, legs and rope, coupled with the challenge of working out different movements, combinations and routines, make rope skipping an exceptionally beneficial off-season activity for all sports.

Objectives include

- to learn the physiological value of rope skipping;
- to skip rope using good form;
- to learn a variety of basic rope skipping steps;
- to build stamina and endurance through a variety of rope skipping steps performed at various tempos.

Skills include

- development of good form
  jump only high enough for rope to pass under feet
  let hands and wrists turn the rope
  body is relaxed with knees flexed only slightly with head up, look straight ahead, land lightly on balls of feet.
- foot movements
  single bounce
  heel and toe
  straddle
  hop
  alternate feet

Running

The use of motorized transportation is a fairly recent innovation. For centuries people relied on their own strength, power and endurance whenever and wherever they wanted to go. When speed was important, running became a natural solution. The Inca Civilization, for example, constructed an extensive system of roads used for foot travel and, more specifically, for running. Because the Incas had no animals for rapid transportation, messages were sent from one place to another by relay runners.

Running, Olympic Games' foremost activity, attracts more spectators, more worldwide attention and more representatives from more nations than any other sport.

Running is called a natural activity, providing a sense of achievement for its own sake. Roger Bannister, M.D., the first human being to run the mile in less than four minutes, has this to say about running,

. . . a deep satisfaction I cannot express in any other way . . . I sometimes think that running has given me a glimpse of the greatest freedom that a man can know, because it results in the simultaneous liberation of both body and mind.

There are many types of running, including alternate walking and running, jogging, striding, sprinting, military running (formation), long distance running and running obstacle courses.

Research indicates that individuals get more and quicker benefit from running than from any other form of exercise. Kenneth H. Cooper, M.D., author of *New Aerobics*, states two principles which apply to running.

- The exercise must be vigorous enough to produce a sustained heart rate of 150 beats per minute or more; the training effect benefits begin about five minutes after the exercise starts and continue as long as the exercise is performed.
- If the exercise is not vigorous enough to produce or sustain a heart rate of 150 beats per minute, but is still demanding oxygen, the exercise must be continued considerably longer than five minutes, the total period of time depending on the oxygen consumed.

Dr. Cooper describes a formula and a point system which measure the amount of energy used to perform various exercises, including running. Inauguration of any exercise program must begin with a visit to the medical doctor for an evaluation of the individual's state of health. Exercise periods should be allocated for running, a shower should be taken during exercise recovery programs, and warm-up exercises (in-place running, straddlehops or other calisthenics exercises) should precede each running session.

Running is a suitable activity for children and adults.

Objectives include developing

- muscular endurance;
- circulorespiratory endurance;
- muscular power;
- agility, balance, flexibility and coordination.

Skills learned include

- proper posture for running;
- relaxing at intervals;
- proper leg action (striding);
- landing on balls of feet (fast speed);
- landing on heels in mid-stride (slow speed);
- keeping hands relaxed and open.

Equipment (attire for running) should be selected from the following.

- medium heavyweight jersey and sweatpants;
- T-shirt;
- shorts;
- well-fitted cotton or wool socks;
- carefully fitted rubber-soled shoes;
- an elasticized supporter for men and boys;
- a stop watch.

Evaluation includes

- running over measured distances against time;
- setting own standards;
- establishing point system.

Swimming

Swimming improves and maintains physical fitness, and contributes to knowledge of safety around water. Research studies indicate that swimming makes a significant contribution to the participant's organic development. Most body muscles are utilized in swimming. Strenuous and persistent effort in the water, performed at regular intervals, develops a more efficient cardiovascular system. Of all physical exercise, swimming holds a unique position in that individuals with very little physical fitness, as well as those with moderate levels of fitness, can utilize the water in gaining and maintaining fitness. Swimming has, by far, the greatest long-term values of any physical activity for both sexes of all ages.

As a conditioning exercise, swimming should be preceded by rhythmic endurance exercises to develop arm, leg, back and abdominal muscles.

Objectives include

- improving physique;
- developing motor fitness;
- developing power and muscular endurance;
- improving flexibility.

Skills include

- elementary back stroke;
- breast stroke;
- side stroke;
- American crawl;
- survival and drown proofing skills.

Equipment includes

- suitable suits and swim trunks;
- supervised swimming pools, lakes or other bodies of water.

Evaluation includes

- measurement of distances;
- time trials;
- strength and endurance tests;
- physical fitness tests;
- cardiovascular tests;
- drown proofing tests.

Weight Training

Weight training experienced a tremendous rise in popularity when physiologists demonstrated the effectiveness of progressive resistance exercise. According to Dr. Laurence E. Morehouse, weight training is a method of controlling the power of movement through the use of exercises imparting great tension in the area of the body being exercised.

Athletes specializing in many different sports use weight training to augment the strength of particular muscle groups. Weight training is one of the best ways to develop strength, which along with the development of coordination, desire and speed, is a key to athletic success. Research further indicates that weight training does not materially affect the cardiovascular endurance of an athlete, because it is not carried out continuously over a long period of time. Running and swimming for distances, develop this type of endurance since they involve a prolonged rhythmical exercise of a large number of muscles.

Because general calisthenics stretch the antagonistic muscles, they are recommended before weight training exercise and other vigorous activities. Other precautions necessary to successful results in weight training follow.

- Medical examination
- Establish correct breathing habits
- Firmly attach collars before lifting apparatus
- Resist temptation to see "how much I can lift"
- Learn to lift from a mechanically sound position

Weight training is often confused with weight lifting, a term applied to competition among individuals or teams to determine who can lift the heaviest weights in their respective weight divisions. Weight lifting is often associated with overdevelopment, muscle-boundness, poor coordination, lack of agility and Mr. America contests.

The facilities suitable for weight training are gymnasium or auxiliary gymnasium. The minimum equipment for a successful weight training program are standard barbells, weights, dumbbells, short dumbbell bars, benches, mats and weight training charts.

Weight training plays a significant role in the physical education program. An increasing number of girls and women are using light equipment such as dumbbells and metal shoes to strengthen muscles and reapportion measurements.

Weight training is an all seasonal activity which can be practiced inside or out.

Objectives are

- body conditioning;
- building strength;
- reapportioning measurements;
- training for specific sports skills;
- increasing power, speed, strength and flexibility.

Skills to be developed include the following.

- Two arm press
- Two arm curl
- Three-quarter squat
- Two arm pullover
- Deadweight lift
- Supine press
- Straddle lift
- Heel raise
- Alternate dumbbell press
- Alternate rowing
- Front raise
- Lateral raise
- Sit-ups

Methods of evaluation include

- standard physical fitness tests;
- tests of muscular strength and endurance;
- use of test norms;
- knowledge tests;
- social efficiency tests;
- anthropometric tests.

Isometric Exercise

An isotonic contraction is one in which the subject exerts force against an object that moves. If a stalled automobile is pushed and moves, the contraction is called isotonic.

An isometric contraction is one in which the subject exerts force against a resistance that does not move. Exerting force against a wall is called isometric contraction.

For the past 50 years researchers have made sporadic attempts to prove the value of isometric exercises in building human strength. This exercise has been prescribed for treating injured patients and for maintaining muscle tone during illness. This type of exercise is used quite extensively to develop special groups of muscles used to improve athletic performance.

Isometric exercise is based on the "overload" principle of exercise physiology. This principle holds that muscles grow in strength when required to perform work beyond the usual intensity.

Isometric contractions should supplement regular workouts and be instituted before the activity is taken as a unit of instruction. Skill failures are caused less often by lack of coordination than by lack of strength in the muscles needed for a particular performance. For example, weak wrists often lead to faulty body movement in throwing a ball.

Isometrics as a method of exercise should not be considered as a panacea for all exercise problems. They do not develop or improve muscular endurance or cardiovascular endurance. The current widespread attitude that a six-second or a ten-second singular contraction will provide muscular fitness is erroneous and at times grossly exaggerated.

The following exercise may be practiced by boys, girls and adults. Its objectives are strengthening specific groups of muscles, supplementing athletic training, therapeutically restoring and maintaining muscle tone during and after an illness or injury and stabilizing posture and enhancing movement skills.

Equipment apparatus essential to isometric contraction exercise is simple and inexpensive and may include a window sash or rope, bath towel, tension exerted against walls, doorjambs, office desks in home, rubber and metal tension springs or other more sophisticated commercial equipment and use of dynamometers.

Skills in the practice of isometrics include the following.

The Organ Grinder — push hand against hand, then pull hand against hand.

The Thinker — push forehead against palm, then push back of head against palm(s).

The Bird — push back of hand against doorjambs, then push palms in the same manner.

The Samson — push palms against doorjambs, then straighten arms high against jambs and push upward.

The Siesta — sit with back against one doorjamb, push foot against other side, then push other foot in same manner. (American Medical Association, Chicago, 1954)

Methods of evaluation include the following.

- Dynamometer tests

- Subjective evaluation of performance
- Performance tests
  Existing strength tests
  Anthropometric measurement

Circuit Training

Circuit training evolved over the years from a search for fitness training that would appeal to students while progressively developing muscular and circulorespiratory condition.

A circuit consists of several carefully selected exercises arranged and numbered consecutively about the gymnasium floor or outdoor area. Each numbered exercise within the circuit is called a station. This arrangement allows a participant to progress easily from one exercise to another, doing a prescribed amount of work at each exercise station, until the entire circuit has been completed. Usually, a single circuit is repeated three times, and the time of the total performance is recorded. Progression on the circuit is indicated by decreasing the time required for performance, increasing the work load or a combination of both.

The value of circuit training lies in its complete adaptability to any number of varying school situations. The method is consistent with current educational philosophy in that each child is permitted to develop toward his maximum capacities at his or her own rate.

This program does not preclude participation in games, sports or other activities. Rather, it provides the basic core of physical fitness needed for motor fitness and motor ability.

The circuit training method is readily adapted to children and adults. Objectives are

- muscular strength, endurance and power;
- circulorespiratory endurance.

Skills included in a 10 minute circuit are

- squat jumps;
- chinning the bars;
- sit-ups;
- squat thrusts;
- wrist rolling;
- step test;
- push-ups;
- straight-arm pullover.

Equipment includes

- chinning bar;
- broom handle, sash cord, 10 to 15 pound weight for wrist rolling;
- bench (16 to 24 inches high)
- light weights.

Methods of evaluation include

- cardiovascular efficiency tests;
- dynamometer strength tests.

Lifetime Sports

Archery

Archery is among the most fascinating and oldest sports. It offers competition and recreation for all ages. It is especially good for the physically handicapped, easy to learn and very beneficial for posture defects. Archery can be played indoors with proper backstops as well as outside.

Target shooting is probably the most common form of competition. This may be individual or in teams of four or less. The object is to score the most points in rounds of varying distances. The Columbia Round consists of 24 arrows from 40 yards, 50 yards and 60 yards. The Junior Columbia Round consists of 24 arrows from 20 yards, 30 yards and 40 yards.

Clout shooting, a form of target archery, uses a much larger target, marked on the ground with flag in the center. The distance from the target to the shooting line varies from 80 yards to 140 yards.

In field archery, the ranges are constructed in rugged terrain. The archer moves from target to target as a golfer moves from hole to hole.

In flight shooting, the archer is shooting for a maximum distance.

Archery golf combines field archery, clout shooting and flight shooting. It is played as golf, aiming at a target, shooting from a tee and counting the number of shots. This is played as a novelty sport.

Objectives include learning

- safety rules;
- how to brace a bow and nock an arrow;
- the steps in shooting;
- how to score an end and a round;
- the parts of a bow and arrow and how to care for them.

Skills developed include

- bracing or stringing the bow;
- stance;
- nocking the arrow (placing the arrow in shooting position on the bowstring);
- bow hold;
- drawing;
- anchor point (the spot on archer's face where hand is placed when bowstring is at full draw);
- aiming;
- releasing arrow;
- scoring.

Equipment consists of the following

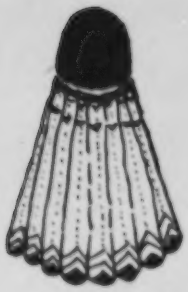
- Bows made from wood, steel or fiberglass selected according to height and strength of the archer
- Straight and light arrows constructed of wood, aluminum, fiberglass, or steel (wooden arrows are cheapest)

- Fingertabs, usually made of leather, worn on the bow string hand to protect fingers from the string's release
- The arm guard, worn on the bow arm between the wrist and the elbow, protects against the bowstring's "slapping" the arm
- Quiver, designed to carry or hold arrows (the shoulder quiver carries and holds arrows, the ground quiver sticks in the ground and arrows are placed in it for protection of feathers)
- The archery target is marked off in concentric circles, each circle in a specific color and worth a given number of points

Beginning with the inner circle, gold color, the points and color on the target are as follow.

- Nine points — Gold
- Seven points — Red
- Five points — Blue
- Three points — Black
- One point — White

Rebound counts seven points if shot from 60 yards or less. Arrows hitting between two colors count the highest score. Arrows penetrating through the target score seven points.



Badminton

Badminton is a net and racket game, played inside or outside, by two or more people. It is an excellent competitive as well as recreational sport for all ages.

The game involves hitting a shuttlecock over the net into the opponent's court in such a way that the opponent cannot return the shot. The shuttlecock never touches the floor while in play. When manipulated skillfully, the shuttlecock can be hit lightly to travel slowly or hit hard to travel very fast.

Objectives are learning

- how to select and care for equipment;
- proper etiquette for the game;
- all basic strokes, skills and rules.

Skills include

- the grip — forehand, backhand;
- strokes — overhand, underhand;
- shots — drive, drop, lob, smash, net;
- service — long high, short, driver or fast;
- receiving the service;
- strategy;
- scoring and rules.

Equipment includes

- A badminton racket weighing about five ounces, made from wood, steel or aluminum and strung with gut or nylon;
- plastic or feathered shuttles; different types for outdoor and indoor play.

Bowling

Bowling is a game in which a large ball in rolled down a wooden lane at wooden tenpins. These pins are set in a triangle with one pin facing the bowler, two pins set side by side behind the first, etc., pyramid fashion. The object is to knock down as many pins as possible, using a minimum of one ball and not more than two balls. When all pins are knocked down with one ball, the player has scored a "strike." When all pins are knocked down using two balls, a "spare" is scored. Points are tallied by the total number of pins knocked down in ten frames, including bonus points earned from strikes and spares.

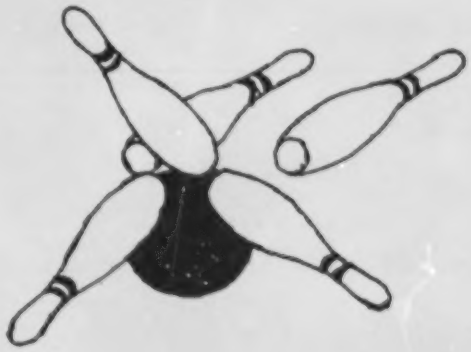
This game may be played by an individual bowler or groups of four or five people.

People of all ages, size, shape, sex or physical condition enjoy bowling, a nonstrenuous game that offers good exercise and recreation.

Using all plastic equipment, bowling may be learned on a gym floor but should be played during school hours at bowling centers with standard bowling lanes, balls and shoes at a rental fee.

Objectives include

- learning the four-step approach in releasing the ball;
- learning to release a smooth, rolling ball rather than a bouncing ball;
- improving scoring;
- learning to properly record the score on scoring sheets;
- learning to analyze one's errors and to make proper corrections;
- acquiring enough skill to bowl in public;
- learning the two aims — pin and spot;
- learning how to pick up spares.



Skills include

- the starting position (feet placement, ball holding);
- the four-step approach;
- the release and follow-through;
- aiming;
- selection of proper weight ball.

Equipment should include

- bowling pins made of laminated wood or maple wood (pins are 15 inches high and vary in weight from three to three and one-half pounds);

- bowling balls which weigh from 10 to 16 pounds and have three holes for the second and third fingers and thumb;
- bowling shoes with special soles that facilitate sliding.

Fencing

Fencing is an art whose tradition has been handed down since the Renaissance. Growing in popularity through the United States, it is a sport that can be enjoyed for a lifetime by both men and women. Timing and speed are the prime requisites. Strength is important but secondary.

The equipment includes a foil, a mask, jacket and one leather glove for each participant. A school could introduce fencing into its physical education program with a limited amount of equipment.

The unit may be conducted any time during the school year and is best suited to indoors.

Objectives include

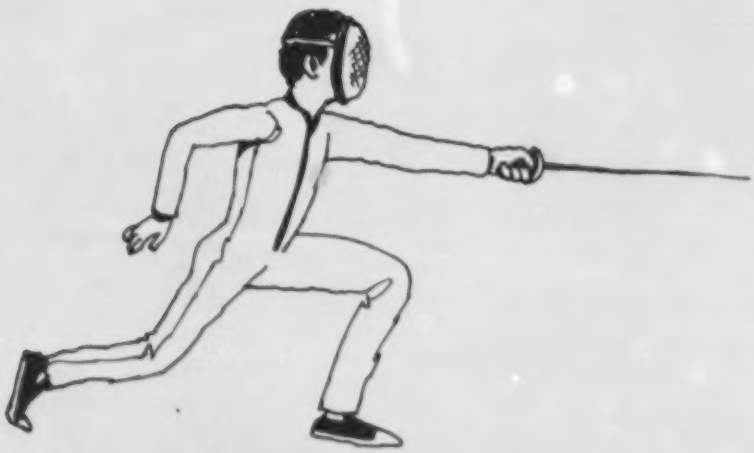
- developing the skills of fencing for enjoyment and satisfaction;
- developing stamina and endurance, strength, agility and balance.

Skills include

- grip;
- on-guard position;
- attacks — straight thrust, simple disengage, double disengage, cutover, beat;
- defense —
  - parries
    - parry of sixte
    - parry of quarte
    - parry of octave
    - parry of septime
  - circular of counterparry
    - counterparry of sixte
    - counterparry of quarte;
  - riposte;
  - riposte from lunge;
  - stop thrust
- tactics.

Evaluations include

- written tests;
- skill tests;
- subjective evaluation.



Golf

Golf is played by individuals of all ages and at every level of ability. With as few strokes as possible, the player uses a long handled club to hit a small ball around a golf course. At the beginning of each hole, the player is allowed to tee the ball, but all other shots must be played wherever the ball lands. The player hits the ball into a hole or cup. Although a round of golf usually consists of 18 holes, many people play only nine holes.

Golf courses are measured in yards which are shown on the score cards the player receives at the club house. Every player aims against **par,** the desirable scores for each hole. The length of holes varies from 100 to 600 yards. Golf is considered a great social, recreational and competitive sport.

One advantage golf has over some of the other sports is that it can be played alone as well as with other people.

Objectives include learning

- names and uses of the common golf clubs;
- terms used in golf;
- the golf swing;
- how to putt;
- the rules and golf etiquette.

Skills include

- the grip;
- the stance;
- the address (standing a comfortable distance from the ball);
- the swing — backswing, downswing, follow-through;
- shots — woods shots, long iron shots, short iron shots, sand trap shots, putt;
- scoring and rules.

Equipment include the following.

Clubs — wood and iron. Each is numbered, and the higher the number, the shorter the shaft. The smaller the head, the larger the angle on the face of the club. The higher numbered club results in a higher lofted ball and shorter distance. Woods drive the ball great distances, while irons loft the ball and hit well from bad lies.

Balls — the player should have a good supply because they are easily lost in woods and water holes.

Bags — heavy-weight or light-weight fabric. Bags with straps are easier to carry. The clubs are carried in the bag from shot to shot.

Two-wheeler cart — pull or push the golf bag around the course. For those who prefer to ride, most golf courses rent power-driven golf cars which seat two people.

Special, spiked shoes.

Tees — wooden or plastic, elevate the ball for the first drive on each hole.

Score card — used by several people simply by listing names in the proper column.

Gymnastics and Tumbling

Gymnastics began about 2000 B.C. with the early Chinese, Greeks and Egyptians. The Dark Ages witnessed a fall of formalized gymnastics, but it was revived during the Renaissance. Since that time, gymnastics has been very popular in Europe. Two German refugees introduced gymnastics to the United States where various systems were quite popular until the end of World War I, when emphasis was placed on mild recreation at games. Physical fitness, the present trend in physical education, highly regards gymnastics.

Gymnastics can be taught in coeducational classes, but it is more feasible to teach sex segregated classes since some of the equipment must be altered for each sex. Equipment expense presents the main difficulty in offering this phase of physical education; however, a plan of rotating equipment from school to school within a system has been successful in some areas of the state. When money is unavailable for the purchase of equipment, some apparatus can be made.

Gymnastics, an outstanding sport of the Olympic Games, should be considered a necessary phase of a physical education program. It develops an individual to maximum potential using stunts and tumbling, floor exercise and apparatus work.

By its very nature, gymnastics may be offered at any time during the year. Either the gymnasium or a multipurpose room large enough for safe use of all the equipment is required. Work on the apparatus should be prohibited until an individual has learned tumbling skills.

The basic equipment includes

- long horse
- horizontal bar
- still rings
- balance beam
- Reuther board or beat board
- side horse (with removable pommels)
- even parallel bars (with a convertor to change to uneven)
- trampoline (See position paper in Appendix C.)
- mats
- overhead safety belt.

Specific objectives include developing

- courage, confidence, alertness and self-control
- all-around neuromuscular skills
- coordination
- strength, stamina and flexibility.

General skills include the following.

- Stunts
  stunts for agility
  stunts for flexibility
  balance stunts
  double stunts
- Tumbling
  rolls
  inverted stunts
  springs
  aerial somersaults
  aerial twisting somersaults
- Trampoline (See Appendix C)
  basic bouncing and drops
  combination drops and twists

- Side horse vault
  basic vaults
  bent hip ascents
  straight body ascents
  inverted vaults
- Uneven parallel bars
  grips
  mounts
  positions held between movements
  swinging movements
  circling movements
  kips
  dislocating movements
  dismounts
- Balance beam
  mounts
  low balances
  high balances
  walks or movements along the beam
  aerial movements
  rolls
  dismounts
- Floor exercises
  tumbling movements
  stationary positions
  dance steps

- Vaulting
  basic vaults
  bent hip ascents
  straight body ascents
  inverted vaults
- Side horse
  mounts
  leg circles
  hip circles
  scissors
  traveling
  dismounts
- Still rings
  hangs
  dislocating movements
  kips
  levers
  rolls
  balance stunts
  inlocate
- Even parallel bars
  mounts
  swinging movements
  dips
  movements along the bars
  leg cuts
  rolls
  balances
  kips
  dismounts
- Horizontal bar
  grips
  mounts
  swings
  circles
  kips
  dismounts
- Floor exercise
  tumbling movements
  stationary positions
  balances and levers.

Skills evaluation in gymnastics is an almost totally subjective use of rating scales. The scoring that is set up by FGI can also be adapted.

Handball

Handball is played by hitting a small rubber ball against a wall, using either hand. It may be played by two people (singles) or four people (doubles) and may be played indoors or outdoors. The ball is hit alternately by the players, and points are scored only when serving. One wall or four wall court is 40 x 20 x 20 feet. Gloves should be worn to protect the hands.

Handball provides a good physical workout in a short time.

Objectives are learning the following.

- The rules of the game
- How to serve the ball
- The strokes.

Skills include the following.

- Serving the ball
  a low drive serve
  high side wall serve
  sharp angle serve
- Strokes
  overarm
  sidearm
- Shots
  regular straight kill
  right outside corner kill
  right inside corner kill
  fly kill.

Equipment includes a regulation handball made of hard rubber. Regulation handball gloves or any tight fitting gloves are suggested.

Official Four-Wall Rules of the International Racquetball Association

Racquetball may be played by two (singles) or four (doubles) players. As the name implies, it is a com-

petitive game in which a racquet is used to serve and return the ball. The objective is to win each volley by serving or returning the ball so the opponent is unable to keep the ball in play. A serve or volley is won when a side is unable to return the ball before it touches the floor twice.

Points are scored only by the serving side when it serves an ace or wins a volley. When the serving side loses a volley it loses the serve. Losing the serve is called an "out" in singles, and a "hand-out" in doubles. A game is won by the side first scoring 21 points. A match is won by the side first winning two games.

Specifications for the standard four-wall racquetball court are

Dimensions — 20 feet wide, 20 feet high and 40 feet long, with back wall at least 12 feet high.

Lines and zones — Courts should be divided and marked on the floors with 1½ inch wide red or white lines as follows.

Short line — The short line is midway between and is parallel with the front and back walls dividing the court into equal front and back courts.

Service line — The service line is parallel with and located five feet in front of the short line.

Service zone — The service zone is the space between the outer edges of the short and service lines.

Service boxes — A service box is located at each end of the service zone by lines 18 inches from and parallel with each side wall.

Receiving lines — Five feet back of the short line, vertical lines shall be marked on each side wall extending three inches from the floor.

For additional information concerning racquetball contact

International Racquetball Association
4101 Dempster St.
Skokie, Il. 60076

Recreational Games

This unit is designed for the instruction of skills and techniques in the following activities.

- Deck tennis
- Paddle tennis
- Table tennis
- Horseshoes
- Shuffleboard
- Tetherball
- Croquet.

The games are of a social recreation type and may be planned and scheduled on a year-round basis.

Deck Tennis

The equipment and facilities for deck tennis consist of rings and a court. The rings or quoits should be six inches in diameter and made of manila rope one-half inch thick with ends spliced together. Official rings of sponge rubber or inflated rubber may also be used.

The court is 18 feet wide and 40 feet long with an alley drawn three feet inside the boundary lines. This alley is used only in doubles play. A center line is drawn midway and parallel to the sidelines. A foul line is drawn on each side of the net, parallel to and three feet from it. The five feet high net is stretched tightly across the court. In singles play, the area inside the alleys is used and the center line is disregarded. In doubles play, the inside court is used with the center line dividing it into right and left service courts.

Paddle Tennis

Paddle tennis is a popular game, especially among junior high school students. It is particularly helpful in teaching students to play tennis. Though most often used on the outdoor playground, when space is available it can be used in the physical education program.

Scoring and most rules for paddle tennis are the same as for tennis, with the exception that the ball may be served underhand.

Table Tennis

The United States Table Tennis Association was organized in 1933. The name "Ping Pong" is a trade name belonging to the equipment manufactured by one company. The game, originating in England, underwent major equipment changes before reaching the United States. The original cork ball and wooden paddles were replaced by the celluloid ball and rubber faced paddle. The variety of possible shots and spins in table tennis outnumbers those in any other sport.

Equipment and facilities include

- table (nine feet by five feet with the top of the table 30 inches from the floor)
- net (top — six and three-quarters inch above the table and extending six inches beyond each side of the table)
- rackets
- celluloid balls.

The server hits the ball with a paddle so that it bounces first on the server's side of the net and then on the opponent's side. There it may bounce once before it is hit back. This continues until one of the players either hits the ball off the table or into the net, whereupon a point is scored. The serve changes after each five points. A game is 21 points, but at the end of the game, the winning score must be at least two points higher than the opposing score. A 20 to 20 score is called a "deuce.'

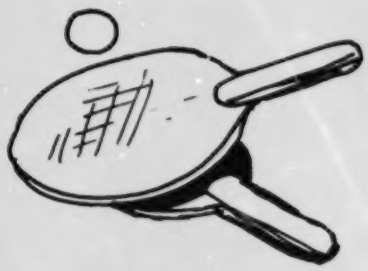
Point 21 is called "advantage" for whoever scored that point. If the same person scores the next point, it is called "game", and that person wins. If the opponent scores the next point, the score becomes "deuce' again. Two points in succession must be scored in order to win after the score becomes "deuce.' The serve changes on each point after the score becomes deuce.

A ball which touches the top of the net, goes over and hits within bounds on the opponent's side is called a "let" ball. A "let" ball on a return is good. If a player puts his hands on the table or moves the table in any way, the point goes to his opponent.

The serving player must stand behind the table at an imaginary continuation of the sides of the table. The racket must hit the ball while the hand and racket are behind the end of the table.

Objectives are

- to develop the ability to execute the serve, the half volley or push shot, the top spin drive — forehand and backhand, the chop — forehand and backhand, the backhand flip, the drop shot, the smash;
- to acquire an understanding of the rules and etiquette of the game — singles and doubles, offensive play, defensive play, tactics of the game — singles and doubles, special rules applying to the doubles game.



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Horseshoes

Horseshoe games are thought to be relatives of the ancient Greek art of discus throwing. The Romans adopted discus throwing and later improvised equipment for it, using cast-off shoes of their horses. Soldiers continued adaptation of the game. When it reached England, it blossomed and was one of the first sports to come to the New World.

The object of the game is to pitch the horseshoe so that it encircles the stake or falls nearer to it than the opponent's shoes. Each player pitches two shoes. The game may be played as either singles or doubles.

The player should grip the shoe so that it feels well balanced in her or his hand, being careful to hold it between thumb and fingers, rather than in the palm. A sufficient amount of twist may be secured by gripping the shoe at the side instead of gripping it at the calk. The player should hold the calk down. A well-pitched shoe will land flat without bouncing or rolling. If there is sufficient twist, it will encircle the stake rather than rebound.

Good players are relaxed and pitch with a smooth, underhand swinging motion. They also keep an eye on the horseshoe until it lands.

Scores for competition such as that conducted on the playground or physical education classes may be set at 15 or 21 points.

Rules are as follows.

- A shoe must be within six inches of the stake in order to score.
- The shoe nearest the stake scores one point.
- Two shoes closer than the opponent's shoes score two points.
- One ringer scores three points.
- Two ringers scores six points.
- One ringer and the nearest shoe score four points.
- A person having two ringers against one ringer for the opponent scores three points.
- All equals count as ties with no points for either side.
- In case each contestant scores a ringer, the next nearest shoe, if within six inches of the stake, scores one point.
- New rules count leaners one point, the same as shoes pushed against the stake.

Shuffleboard

Shuffleboard was introduced in the United States sometime before 1845. The game was previously played in England during the 15th century under several names including shove groat, shovelboard and shovel penny.

The object of shuffleboard is to push the discus, using the cue, so that it comes to rest in the serving area at the opposite end of the court.

Technique of the push is as follows: The player should stand facing the opposite end of the court holding feet about a foot apart, the left slightly in front of the right. With knees flexed slightly, and weight equally distributed on feet the player should grasp the handle of cue firmly near the end so that the arm is at a 45-degree angle to the body. Placing the cue against the disc, the player should push forward with right arm and simultaneously slide left leg forward. As cue forces disc forward, player follows through with arm and brings right leg even with left.

Rules for shuffleboard are as follows.

In playing singles, both players stand at the same end of the court. From right side, they push the discs to the opposite scoring area. Players change to opposite end of court after all discs are played; Players use discs of contrasting colors.

In playing doubles, partners play from opposite ends of the court. Teams having red discs start play from right side of court. The side having black discs follows, each side alternating thereafter.

Each player must push discs from the respective half of the 10-foot space. Penalty for violation of this rule is five points off the score. Penalty for stepping on or over the first line of court is five points off.

A disc which has stopped in a scoring area may be driven into the 10-foot space area or outside that scoring area by an opponent. Scoring is as follows.

- A disc scores in the area in which it rests after all discs have been played.
- Discs that rest on a division line do not score.
- Discs are removed immediately from the court when they stop between the starter and far deadline.
- Fifty points constitute a game.

Tetherball

Tetherball is suitable for class and recreational activity. Facilities can be constructed at small cost.

The game is best played by two individuals. Paddles such as those used in paddle tennis may be us-

ed, or the ball may be played with the hands. One player puts the ball in play by hitting it in the direction determined before the game, in an attempt to wrap the cord completely around the pole above the marker or foul line. The other player attempts to prevent the server from causing the ball to encircle the pole and tries to cause it to encircle the pole in the opposite direction. Players hit the ball whenever they can. The one who first winds the cord around the pole above the marker wins the game. Players must stay in their designated half of the playing area. The service shot must be six feet from the pole base at right angles to the dividing line.

Penalties entitling opponent to a free hit are inflicted on the player for

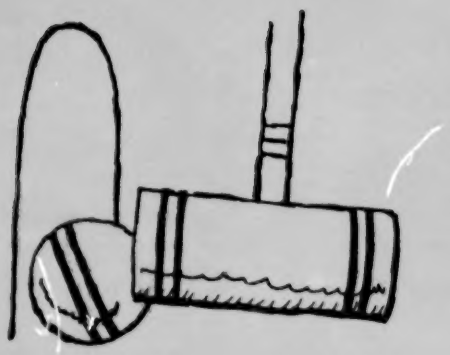
- not remaining in designated playing area;
- wrapping cord around paddle;
- wrapping cord around pole below marked foul line;

Croquet

Croquet is an ancient game of the Gauls. It reached the United States in the mid-nineteenth century and is considered one of the most enjoyable outdoor family games.

Croquet sets contain eight balls, eight mallets, two stakes and nine wickets. A regulation court is 30 feet by 60 feet.

The object of the game is to drive the ball with the mallet along a specified course through a series of wickets. First player completing the course wins.



The player, using the outside of the right or left foot as a guide, faces the stake with feet slightly apart and knees flexed. The ball is stroked between the legs.

With hands interlocked on the mallet, the player swings from between the feet. Eyes should be kept on the ball with feet apart and knees bent.

Rules and scoring are as follows.

Start the game by placing ball a mallet's length from starting stake toward center of first arch.

Hitting the ball through two arches at either end entitles the player to two additional strokes.

Going through a single arch gives a player a single stroke.

One player continues uninterruptedly as long as the ball goes through an arch, hits another ball or hits the turning stake at either end of the court.

Anyone who plays out of turn loses the next turn.

When a ball goes out of the playing area, it is played from the boundary line where it went out, or a mallet's length inside the boundary at the point where it went out.

When a player's ball strikes another player's ball, the striking player may do one of the following.

- Take two strokes.
- If it is an opponent's ball, drive it away and take one stroke.
- If is a partner's ball, drive it in any direction or through an arch and take one stroke.

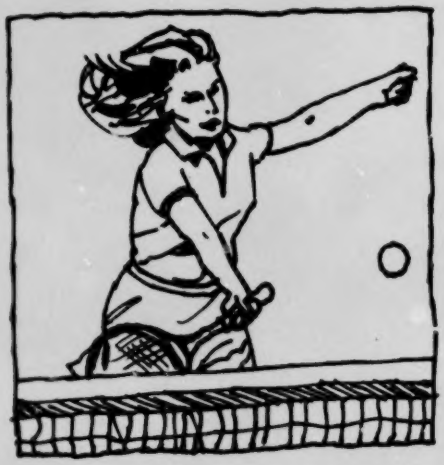
No player may hit the same ball twice in the same turn without first going through an arch or hitting the turning stake.

The winner of the game is the first to complete the course and peg out at the starting stake.

Tennis

According to the sports historian, F. G. Menke, tennis is of French origin and was known as "Le Paume." Though there is some reason to believe that the game developed from the Irish game of handball, play with rackets seems to have been developed by the French. As with most sports, beginnings can be traced deep into history if one wishes to think in evolutionary terms and attribute the idea of striking a ball toward another player as the early predecessor of the modern game. Modern variations of the game, some of which are adaptable to the high school program, include paddle tennis, rackets, squash and table tennis. Paddle tennis in particular offers an opportunity to teach the skills of tennis with lesser requirements in terms of facilities and equipment.

Many schools ignore tennis in curriculum planning because of the expensive equipment and facilities. With the increasing provision of hard surface areas in schools, plans should be developed to use them for tennis instruction. Most tennis skills can be taught in a gymnasium using a wall free of obstructions. (See *Journal of Health, Physical Education and Recreation*, Feb., 1962, p. 34). For play, each participant needs a racket; however, for instructional purposes, two to four students may use the same equipment.



Tennis is primarily played as an outdoor sport, and therefore, most curriculum plans include it in either early fall or spring. Indoors the skills may be taught at any time and in relatively limited space where smooth wall surface is available to allow the ball to rebound.

When courts are built, the nets may be nylon cord (the most common) or metal (more expensive, more durable but less desirable). The school should provide rackets and balls though some instructors often have found students or the community willing to make these available.

Objectives include

- providing an opportunity to develop skills in a coeducational activity which carries over into the post high school years,
- teaching appreciation for tennis as a spectator sport,
- teaching rules, strategy and the development of socially acceptable behavior.

Skills include

- footwork and court coverage
- strokes — serve, forehand and backhand drive, forehand and backhand volley, lob, smash, drop shot
- strategy — singles, doubles
- rules and courtesies

Track and Field

Running, jumping, throwing, some of the most basic physical skills, constitute the activities found in sports of all cultures. Thus, track and field are among not only the most universal of sports activities, but have the longest history of organized competition. Much of the Greek Olympics 2500 years ago revolved around events common to today's track and field meets. Today's preschool youngsters compete in these activities without need for leadership or organization. For this reason, educators often consider teaching these skills unnecessary. Although nearly everyone is able to run, throw and jump, many perform with poor skill and are inefficient.

Track and field should be a part of all physical education programs. Modifications and variations require no more than scaling events to the age group served. At the high school level, most students will have had some experience if not instruction. Track and field may be taught coeducationally, but at the high school level, competition should be separated. Team competition can be coeducational, and relay events can be carried out provided the teams are composed of equal numbers of each sex.

Track and field are among the simplest of all activities to organize since little special equipment is needed and no special facilities required. Problems arise only from the diversity of activities included and the fact that many groups can be working simultaneously on different phases of the sport. This requires good organizational planning by the instructor.

As with outdoor sports, track and field are best scheduled in the early fall or spring with spring be-

ing the more common choice. Jumping pits of sand or sawdust must be constructed. Regular maintenance insures that the landing area is soft. If possible, an oval running track measuring 440 yards should be laid. This may be done on grass, but cinders or clay are superior if dust can be controlled. For safety, the throwing areas for field events should be spaced away from running events.

An adequately equipped program includes jumping standards, shots, discus, hurdles (adjustable for high and low heights), measuring tapes, and stop watches. Batons for relays should be available in sufficient numbers to allow several teams to run at once.

Objectives include

- providing an interesting and challenging activity with sufficient variety so that most participants may experience success in some aspect of the program;
- developing and improving physical fitness, particularly in strength, endurance, agility and coordination;
- developing appreciation for the variety of skills required in track and field and for the individuals of differing body characteristics made by team effort;
- understanding the sport's rules and strategy and learning spectator appreciation.

Skills include

- running events — sprinting, middle distances, distance running, hurdling, relays (combinations of differing distances)
- jumping events — long jump, high jump, triple jump, pole vault
- weight events — shot put, discus
- rules (how to organize competition, judging and scoring)

Evaluation is carried out within the activities. Standards may be established for individual events or based on all-around performance.

Team Sports

Angleball

The American youth needs a game that will build strength, speed, stamina and agility. For developing these qualities, no exercise can surpass a competitive team sport that combines a maximum amount of running with a minimum amount of play interruptions; therefore, angleball should be highly recommended for physical fitness programs.

Angleball also permits a large number of participants, involves a minimum of equipment and expense and has easily understood rules. The game combines the accuracy and speed of basketball with the interest and aggressiveness of football, qualities which help make it a contest filled with action at all times. The game is a great conditioner and has been enthusiastically received and enjoyed by those who have played it. Complete rules for angleball are included in this guide as Appendix I.

Basketball

Basketball's origin can be directly attributed to necessity, the mother of invention. It resulted from a dire need for some team sport to fill the gap between the spring and fall programs.

Basketball is a truly American game. Dr. James A. Naismith introduced it to a class in the YMCA College in Springfield, Mass., on January 20, 1892, the date generally accepted for the game's invention.

The first rules were a combination of those for lacrosse and association football. Many changes have taken place in basketball as it was originally played. Team size has been reduced from unlimited to five and balls have been specially developed for the game. Baskets, backboards, and courts have been improved and standardized throughout the world. Play itself has undergone many changes. The center jump after each score has been eliminated to speed up the game. The ten second rule was invoked to prevent stalling and deliberate delay of the game. Shooting has changed from a careful two-hand set style to a more wide open style featuring one-handed push, jump and hook shots. Perhaps the greatest change in recent years has been the domination of the game by extremely tall men.

Basketball can be played indoors or on a hard-surfaced outdoor area and can be played at any quarter during the school year. Balls and baskets are the only equipment needed.

Objectives include

- developing coordination, strength and endurance by participating in an active game requiring running, jumping and throwing;
- developing skill in executing the fundamentals of the game and providing enjoyment for the participant;
- knowledge and understanding of the rules and their application to basketball;
- understanding and appreciating basketball as an activity.

Drills teach students good habits, i.e. the correct stance, slow development and gradual speed increases until the fundamentals being practiced become routine in their application. A drill which is enjoyable to the individual and the class provides a better learning situation than does the formal repetition of a skill.

Skills include

- basic movement — running forward and backward; gliding, stopping; passing
- catching
- dribbling
- shooting
- individual defense
- offensive strategy
- defensive strategy
- playing the game

Evaluation includes

- achievement tests
- shooting — foul and field
- passing — accuracy
- dribbling — zig zag, dribble and shoot
- jump and react test — sergeant's jump

Audiovisual source material is available as follows.

"Ball Handling — Basketball," 9 minutes FSO 796/3-20
"Basketball by Rupp," 18 minutes FSO 796.3-9
"Basketball Is Fun," 17 minutes FSO 796.32-3

Field Hockey

Field hockey is among the oldest games played. Figures with hockey sticks appear in early Greek art. Its family tree is known to include such games as the Irish "Hurley," the Scottish "Shinty," the Welsh "Bandy," the English "Hackie" and the French "Hoquet."

Hockey became most popular in England. In the United States hockey has been principally played by women, but there is no reason why men should not play the game too. However, because of the nature of the game it is less appropriate as a co-educational sport.

Field hockey is generally played from late fall into early winter since it is a very vigorous sport involving much running and is better suited to cool temperatures.

The game requires more equipment than most activities. Some of this equipment is necessary for safety. There is also the importance of teaching players how to safely handle the hockey stick. The

game is played by two teams of 11 players each, therefore the minimum amount of equipment includes 22 sticks, one ball, 20 pairs of shin guards, two pairs of goalkeeper pads, glasses guards for students who wear glasses, and 11 scrimmage vests to distinguish teams. For instructional purposes and skill development it would be ideal to have one stick and one practice ball for each student in the class. This could be cut to one stick and one ball for every two students, without going below the minimum number of sticks necessary to play the game. A goal area similar to that in soccer is needed, though this can be easily improvised.

Objectives are

- learning to play field hockey with skill and enjoyment
- developing stamina and endurance, speed, coordination, and agility
- understanding the rules and their application to the game
- developing skill in teamwork.

Skills include holding the stick; the dribble; carrying the stick; the drive; the push pass; the scoop; the flick; stopping the ball with the stick, hand, foot; straight tackle; circular tackle; left-hand lunge; dodging; the bully; roll-in; offensive and defensive strategy; free hits and corners; goalkeeping; and marking.

Evaluation can include

- skill tests — dribbling, passing, goal shooting
- written test
- subjective evaluation by the teacher of the student's application of skill and knowledge to the game situation.

Flag and Touch Football

Touch football, an outgrowth of regular football, was first played in the United States about the middle of the nineteenth century. Young boys, girls, men and women, unable to play on organized football teams, developed informal games on sandlots and playgrounds, using kicking, passing, running and other elements of football.

To assure safety, tackling and hand blocking have been eliminated from touch football. Touching has been substituted for tackling and blocking has been modified. Touch football is a game of action providing players with many of the thrills of the regulation football game.

A team consists of nine players, although fewer or more players may be used. If teams of nine are used, the offensive team must have at least five persons on the line of scrimmage. Rules for touch football have not been standardized to the extent that the same rules are used in all parts of the country.

The teaching station needed is an outdoor playing field the same as for regulation football, 160 feet wide by 360 feet long, though this can be easily improvised. The only equipment needed is a football and a regular physical education uniform.

Flag football is a popular variation of touch football, in which strips of cloth three inches by 18 inches are worn tucked into the shorts at each hip.

The player is downed when either flag is pulled from the belt or when the player is tagged.

Objectives include

- teaching the fundamentals of touch football to provide enjoyment to participants;
- developing speed, skill, strength, stamina and agility in all players in order to achieve their most effective performance.

Skills include stance, passing and receiving, ball handling, ball carrying, blocking, kicking, touching, center passing, defensive stand, offensive strategy, playing the game.

Evaluation includes achievement tests in

- pass for distance
- punt for distance
- pass for accuracy
- dodge and weave run with ball.

Team Handball

Handball, a team sport, involves two opposing teams of 12 players each. The teams each have 10 court players and two goalkeepers, of whom not more than seven play at a time. The five remaining players are substitutes. A player may join the game or be substituted from the bench at any time. No player except the goalkeeper is allowed inside the goal area.

The players try to throw the ball into the goal of the opposing team and to defend their own goal against the attacks of the opponents. The ball is played with the hands, but it may also be touched or played with any part of the body, except the shins and feet.

Players may move a maximum of three steps while holding the ball. They are also permitted to dribble the ball repeatedly with one hand when running, walking or standing. If, after dribbling, the ball is palmed or caught, the player may take another three steps while holding the ball. The ball may be held for a maximum time of three seconds.

The game starts with a throw-on taken from the center of the court.

A goal is scored when a player has thrown the ball into the goal of the opposing team. After a goal has been scored, the game resumes with a throw-on from the center of the court by a player of the team against whom the goal was scored. After halftime, teams change sides and throw-on.

The team scoring the greater number of goals wins. If no goals or an equal number of goals have been scored, the game is tied.

Each game is conducted by two referees, assisted by a scorer and a timekeeper. The referees enforce the rules of the game. Their decisions on point of fact connected with the play are final and must be obeyed by the players.

For additional information and rules of team handball, contact

United States Team Handball Federation
10 Nottingham Road
Short Hill, N.J. 07078
(201) 379-4148

Soccer

Although popular attitudes suggest that soccer originated in England, considerable evidence indicates that a form of soccer was played by the early Romans, who learned it from the Greeks. In 1603, the English public school system developed association football or soccer. Today, soccer is an international game, played in more than 70 countries under a uniform set of rules. Soccer was introduced to the United States about 1870, but it has not been so prominent here as in many countries.

As a team game, soccer has many advantages for physical education classes. It can be modified to fit the size and ability of the group and it will stimulate effort in running, jumping, chasing, and dodging. Competition maintains student interest and stimulates the desire to improve skills. It can be played by both boys and girls on various fields with various number of students. Equipment includes a regulation physical education uniform and a soccer ball. Its constant movement makes soccer an ideal outdoor sport during the cold season.

Objectives are

- learning to play soccer with skills and enjoyment
- developing speed, skill, coordination, agility and endurance
- learning to kick and to receive effectively
- developing skill in teamwork.

Soccer is played with a round ball propelled by the feet, head or body but not with hands or arms. The goalkeeper is the only player allowed to touch the ball with the hands. This may be done only when the ball is in the penalty area. Soccer begins with the kickoff from the center line, awarded to one team. The ball is kicked off when it has turned over once in a forward direction. Kickoff is an indirect kick. On the kickoff, players must be in their respective half of the field. No opponent may be nearer than 10 yards to the ball. After a score, the nonscoring team resumes the game with a kickoff.

A team generally consists of 11 players, though fewer players or a greater number may be used in individual situations. The 11-member team has a goalkeeper, two fullbacks, three halfbacks and five forwards.

Skills include kicking, instep, outside of front; trapping; dribbling; heading; ball control; tackling and charging; free kick; corner kick; goal kick; penalty kick; throwing; kickoff; and goalkeeping.

Evaluation includes

- player kick for distance
- goal kick for distance
- goal kick for accuracy.

Audiovisual material includes "Soccer, the Universal Game," 10 minutes, FSO 706.3-35. See Appendix J.

Softball

Softball has enjoyed the most rapid and remarkable growth of all sports in the United States. Indoor baseball was first played in the United States about 50 years ago, but the game was not played outdoors to any great extent until the late 1920s, when the Canadians began to play it on small playgrounds.

When the game moved outdoors, public schools and organizations called it playground ball. Later, the game was renamed softball. The American Softball Association was founded in 1932 to formulate standard rules and to promote their use throughout the country. The rules are patterned after those of baseball, making the game very similar to the parent game. Participants and spectators continue to enjoy softball as a wholesome recreational activity. Its exceptional carryover value as a recreational activity indicates its place in the physical education program.

Softball equipment includes softball, bat, gloves for all fielders, mitts for catcher and first baseman and mask for catcher. It is played on an outdoor field.

One-Pitch Softball

One-pitch softball provides players with the maximum opportunity to hit, run and field. In 50 minutes of play, two teams can have as many as 20 innings.

The chief innovation is that the pitchers pitch to their own teams. Pitches are made at the speed best suited for each batter. The opposing pitcher plays the defensive position around the pitcher's mound behind the opponent's pitcher. The pitcher tossing the ball to a teammate batter does not field the batted ball. If the pitcher interferes with the ball, the batter is out.

Another innovation that really speeds up the game involves the changing of sides after the third out. The next inning starts as quickly as the pitcher and the correct batter take position, regardless of whether the defense is ready.

Objectives include

- understanding and appreciating softball as a game and stimulating interest in its recreational value in adult life
- learning to bat, throw, catch, pitch, field and run bases
- developing coordination, strength and agility by actively participating in a game requiring running, jumping, catching and throwing
- developing knowledge and understanding of the rules and their application to softball.

Skills include batting, throwing and catching ground balls and fly balls, pitching, fielding (infield and outfield), base running.

Evaluation may consider

- throwing for distance
- throwing for accuracy
- fungo hitting for distance
- base running
- fielding and ground ball and throwing to first base
- catching fly ball and throwing to catcher.

Source materials include a film, "How to Play Better Softball," (11 minutes).

Speedball

A game of American origin, speedball was created in 1921 by Elmer D. Mitchell for the University of Michigan men's intramural program. Speedball combines the playing skills of soccer and basketball with the punt and drop kick of football. Shortly after its creation, it was played enthusiastically by women.

Speedball is an outdoor sport best played on a grassy area approximately 100 yards by 60 yards, though if space is limited it can be played in a smaller area. It can be played any time of the year but is more enjoyable in cooler weather.

The only equipment needed is a soccer ball and two goals, plus glasses guards for students wearing glasses and scrimmage vests to distinguish teams.

Objectives include

- learning to play the game of speedball with skill and enjoyment
- developing stamina and endurance, speed, coordination and agility
- understanding the rules, their application to the game and the relationship of the game to soccer, basketball and football
- developing skill in teamwork.

Skills to be developed

- Soccer skills
  advancing the ball with the feet and body
  intercepting the ball by trapping, blocking and tackling
- Basketball skills
  passing
  catching
  guarding
  pivoting
- Special skills for speedball
  kickup to self
  rillup to self
  two-footed lift to self
  liftup to another player
  drop kick
- Offensive and defensive strategy
- Goalkeeping

Evaluation may include

- skill tests — kickup to self, Smith footpass to wall test
- written tests
- subjective evaluation of student's ability to apply skill and knowledge to the game situation

Volleyball

"Minonette" originated in 1895 by William G. Morgan, physical director of Holyoke, Massachusetts YMCA. Because the object of the game was to volley the ball back and forth over a net, the name was soon changed to volleyball.

Volleyball was known only in the New England cities for many years. Volleyball and the public playground movement became popular at the same time and no playground was complete without one or more volleyball courts. Needing little equipment and space, it was readily adapted by United States soldiers during World War II. This spread the popularity of the game throughout the world.

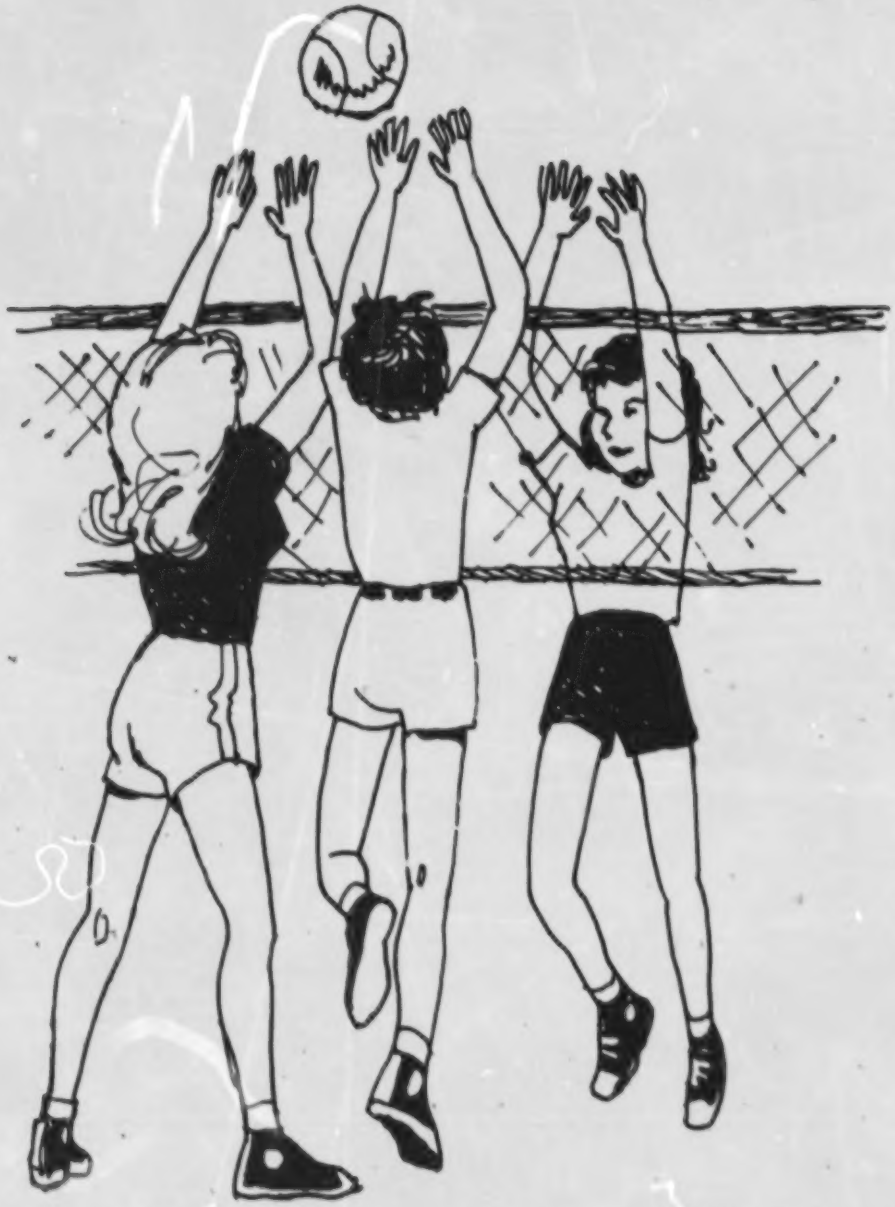
Volleyball provides a necessary function for every organized physical education program. It teaches alertness, furnishes experience suitable for young and old players, demands skill and is fun to play. Today it is played in many foreign countries and is included in programs of most schools, colleges, recreation centers, playgrounds and camps.

In official games, six players constitute a team. Teams may vary in number according to age and experience of the group involved. A substitute may enter the game when the ball is dead and may enter to replace a player who has just scored.

The regulation playing court may be indoors or outdoors and is rectangular, 60 feet long and 30 feet wide. A net three feet wide and 32 feet long is stretched tightly across the middle of the court and attached to posts outside the court. The top of the net is 7' 11-5/8" (2.43 m.) from the floor for men and 7' 4-1/8" (2.24 m.) for women. A line two inches wide is drawn across the center of the court. A volleyball is the only other equipment needed.

Objectives include developing

- fundamental skills of serving, passing, spiking, ball handling, body control and blocking
  knowledge of proper playing position and court coverage



knowledge of the rules and game strategy
respect for teammates' abilities and their right to full participation in the game despite limitations in ability.

Skills include serving, passing, set up, spiking, tipping and blocking.

Evaluation includes

- serving for accuracy
- ball handling
- setting up the ball
- spike.

Source material includes two films.

"Volleyball for Boys," (11 minutes) FSO 796, 3-10

"Beginning Volleyball," (40 minutes) FS 780 (4 filmstrips)

Outdoor Education

School Camping

More people are heading for the open spaces every year, often without knowing where to go, what to do when they get there or the value of the parks,

forests, rivers and lakes they are using. The natural relationship of people to their physical world is fundamental to human living. An understanding and appreciation of the outdoors should be the heritage of every human being. The out-of-doors becomes a laboratory, providing a wondrous learning climate outside the classroom.

Outdoor education teaches enjoyment, interpretation and wise use of the natural environment. It appears to be one of the significant educational developments of the midcentury.

School camping is a year-round activity and is suitable for all ages. Many schools have developed their own camp facilities, though most use camp facilities that have been developed by other agencies, either public, private or voluntary. The American Camping Association has developed the following minimum standards.

- One acre of land per camper
- Facilities which provide isolation and a feeling of living in the woods
- A safe and sufficient water supply meeting State Board of Health approval
- Ample sanitary dining facilities approved by State Board of Health
- Living quarter constructed and arranged for small group living
- 40 square feet of living space for each bed
- Screening and protection from weather.

The camp site should provide the following program facilities.

- Indoor workrooms for arts and crafts
- Library
- Trader's post concession stand
- Campfire circle
- Nature trails
- Outdoor cooking areas
- Ample storage space for tools and camping equipment
- A picnic site
- Athletic fields
- Pond, small lake or stream
- Garden area
- Area for overnight hikes

Objectives include teaching

- citizenship and democratic living
- conservation of natural resources
- health and physical education
- an appreciation of the out-of-doors and its contributions to enriched living
- other subject matter related to camping.

Skills (learning experiences) include aquatic activities, athletics, campcraft and woodcraft, pioneering, nature lore, Indian lore, riding, shooting, rhythms, arts and crafts, music, dramatics, conservation, and contributions other school disciplines may make to school camping.

Program items which must be evaluated are

- program of activities
- leadership
- administration and supervision
- facilities
- equipment
- maintenance
- time schedules
- methodology
- effect of program on participants
- effect of program on regular school subjects.

Methods of evaluation include

- subjective evaluation by teacher or camp counselor
- written tests
- skill tests
- attitude tests
- use of evaluation forms by teacher and camper.

Angling

Fishing is among the oldest human activities. At the beginning of time and throughout the ages, people fished only for food. As they became more civilized, more affluent and had more leisure time, fishing became a recreational activity. More than 20 million people in the United States buy fishing licenses every year. Many millions more fish without licenses.

Rapid transportation has made it possible for people to fish and explore the waters anywhere inside

and outside of the states. Many schools recognize the value of this leisure time activity and now offer courses to increase fishing knowledge and skill.

Facilities for teaching fishing offer no major problem. Swimming pools, lawns, athletic fields, gymnasium floors, pond or lake shores, docks and piers are all suitable teaching areas.

Fishing is a universal sport, nonseasonal, suitable for all ages, and has recreational value throughout life. It is readily adaptable to the handicapped and may have therapeutic value.

Angling equipment consists of a rod five to six and one-half feet long, made of wood, fiberglass or solid steel, a reel or light spool, a nylon, silk or linen line nine to 15 pound strength and at least 100 yards long, a light lure or plug and a practice target.

The various types of angling are bait casting, spinning, surf casting, still fishing and skish (competitive fishing, using standard equipment, which improves techniques when one cannot go fishing).

Some specific instructional program objectives include

- promoting social and economic value
- teaching development and history
- teaching selection and care of equipment
- emphasizing fishing codes and regulations
- teaching ethics and safety
- exploring habitats and habits of fish
- teaching fish conservation.

Skills include stance, fly tying, making of equipment and lures, the grip, the overhead cast, the side cast, the backhand cast, retrieving the plug, safety and first aid skills and boating skills.

Evaluation includes

- subjective judgment of teacher
- skill tests
- written tests.

Rhythms and Dance

Movement Education

Movement education is the basis for all rhythms and dance. Secondary students should have experienced activities which stressed movement exploration and creativity in the elementary and middle schools.

Folk Dance

Folk dancing refers to native dances that have persisted through centuries of tradition. Similar dances and dance forms in various countries indicate interrelation of cultures. Common basic combinations and steps in all folk dances include the schottische, polka, waltz, slide, step-hop and skip.

Folk dancing teaches students a better understanding of other countries. It illustrates form and combinations of natural movement in dance and provides vigorous social activity.

To present a broad picture, the dances should be selected from various countries. They should include line and circle dances, couple dances, trio dances and solo dances. They should be chosen to include a variety of basic steps.

Formations

- **Circle**

  single circle — partners standing side by side, lady on gentleman's right, all facing center of circle or with backs to center of circle

  file — everyone facing the same direction (either clockwise or counterclockwise) in the circle, lady in front of gentleman

  double circle — partners side by side, both facing in the same direction

- **Line**

  single line — partners side by side, all facing same direction, lady on gentleman's right

  double lines — line of men facing line of women, partners opposite each other; line of couples facing another line of couples; line of partners standing side by side, all facing in same direction

- **Square** — a set of eight people (four couples) facing the center of a square

Basic steps
(R = right foot, L = left foot)

step — the transference of weight from one foot to the other

hop — a change of weight from a foot back to the same foot, during which the dancer leaves the floor

step hop — a combination of a step and a hop done in even time; step L, hop L, step R, hop R

slide — dancer steps to side L (with both knees bent), straightens knees, pushing body into air with feet clearing floor, lands on R foot with knee slightly bent (the straightening of the R knee will prepare dancer for the next side step L)

skip — a combination of a hop and a step, done in uneven time

polka — dancer hops L, step R, closes L to R (this repeats, beginning with hop R)

waltz — dancer steps forward L, steps to R side with R foot, closes L to R, taking weight on L

schottische — dancer steps forward L, steps R to close to L, steps forward L, hops L, repeats, starting on R

mazurka — dancer steps forward L, steps R to close, hops R while extending and then flexing the L leg, step repeats on the same foot

Suggested Dances from Various Countries

English — Black Nag
Danish — Crested Hen; Little Man in a Fix
Swedish — Gustafs Skoal
Hungarian — Cshebogar
Mexican — La Raspa
Russian — Korobushka

The description of each of the dances can be found in the following references.

Dance as Education, American Association of Health, Physical Education and Recreation, 1900 Association Drive, Reston, Va. 22091, 1977.

Hipps, R. Harold, and Chappell, Wallace. *A World of Fun*. The Methodist Publishing House, Nashville, Tenn.

Harris, Jane A., Pittman, Ann, Waller, Marylys S. *Dance A While*. Burgess Publishing Co., Minneapolis, Minn.

Square Dance

Square dance is the folk dance indigenous to America. As in other folk dances, square dance characteristically uses simple steps and form; i.e., vigorousness, repetition of pattern and sociability which emphasize the relationship of an individual dancer to the partner and to others in the set. The square, the circle and the line or reel are formations common to this type of dance.

Square dance is valuable in teaching American culture, and as such should be familiar to the student. It is also becoming an increasingly popular form of social recreation.

Positions

- first couple or head couple — the couple with their backs to the caller (or to the music)
- second couple — couple to the right of the first couple
- third couple — couple opposite the first
- fourth or last couple — couple to the left of first couple and opposite the second
- two head couples — the head couple and their opposite
- two side couples — second and fourth couples
- partners — the gentleman and lady forming each couple (The lady stands to the right of the gentleman.)
- corners — if a lady, the corner is the gent of the next couple to the right; if a gent, the corner is the lady of the next couple to the left
- opposite — person standing opposite in the formation
- home — original position

Some basic calls

- **Sets in order** — form a set of eight people (four couples) facing the center of a square
- **Honor your partner** — acknowledge your partner with a bow or curtsey
- **Honor your corner** — acknowledge the corner with a bow or curtsey
- **Right hand around** — the eight dancers making up the set join hands and circle left
- **The other way back** — reverse above procedure
- **Swing your partner (or corner)** — assume regular dance position and move around in circle, keeping in time with music
- **Promenade** — partners walk around the set counterclockwise to home position, usually with hands joined in skating position
- **Do-si-do**— man and opposite lady face with arms crossed on chest, advance, pass each other by right shoulders, and without turning around pass back to back and return to place
- **Allemande left** — partners turn away from each other, give left hands to corners and turn around each other, return to original place
- **Allemande right** — same as allemande left except that it is done with partner, turning partner with right hand instead of left.

Suggested dances

- Heads and Sides
- Honolulu Baby
- Yankee Doodle
- Duck for the Oyster
- Texas Star
- The Virginia Reel

References

Durlacher, Ed. *Honor Your Partner*. New York: Devin-Adair Co., 1949.

Harris, Jane A., Anne Pittman and Marylys S. Waller. *Dance A While*. Minneapolis: Burgess Publishing Co., 1956.

Sources of available records

- Educational Record Center
  3120 Maple Drive, NE
  Suite 124
  Atlanta, Georgia 30305
- American Squares
  1159 Broad Street
  Newark, N.J. 07114
- World of Fun Series
  Methodist Publishing House
  810 Broadway
  Nashville, Tenn. 37203
- Kismet Record Company
  227 East 14th Street
  New York, N.Y. 10003

Modern Dance

Modern dance, a creative art form, provides one of the most basic artistic experiences that can be provided successfully in schools. Dance is more than a series of unrelated movements. Adjustment of the form, design and style to an idea is the central approach to modern composition. Through dance, the student develops an ability to communicate ideas, using the body as an expressive instrument.

In planning units in modern dance, the following sequence is suggested.

Warm-ups

These drills produce a more usable body. While warming up, students should remember the distinction between exercise and dancing. Warmups should

- begin with big body movements, then work into more exacting techniques
- begin with techniques already familiar to class; i.e., bouncing, stretching, bending, etc.
- include techniques practiced on both right and left sides to increase balance and facility
- be practiced with the best possible style
- always include simple posture work; proper carriage is a prerequisite to dance.

Fundamental Forms of Locomotion

There are eight basic forms of locomotion: the walk, run, leap, hop, jump, gallop, slide and skip. From these fundamental steps many other combinations can be made. Each form of movement must be performed in good style, with good posture and arm control.

Traditional Dances Steps

(Refer to Folk Dance Section on basic steps)

Developing Simple Patterns

When students begin to build movements early in their dance unit, they move into composition more easily. Patterns can be built by rearranging basic movements such as walking, running, leaping and turning into interesting progressions.

Copying the teacher's patterns is discouraged. Rather, the students should arrange their own patterns, based on teacher demonstrations. This way, the student acquires a feeling for composition.

Simple Composition

Suggested themes for composition include

- folk songs
- Christmas carols
- nursery rhymes
- poems
- sports activities.

Suggested accompaniment includes

- piano
- drum
- recordings
- clapping hands.

General suggestions for composition include

- dividing class into groups, giving each group a problem
- instructor acting as guide without imposing personal ideas
- allowing a group to perform for the class when it has composed an interesting sequence
- encouraging constructive group criticism.

Terminology

Accent — an increase in stress or intensity through emphasis

Axial — nonlocomotor movements taken on a stationary base; movement of the body around its own axis

Beat — the underlying repetitious pulsation; basic unit of a measure

Cadence — rhythmic flow

Choreography — the art of planning and arranging dance movements into a finished composition

Composition — a dance

Design — a plan or sketch; the arrangement of various patterns into a particular form

Dynamics — variations in intensity; light or powerful movements

Focus — the attention directed to any point in space

Form — the shape or structure that a dance takes

Impetus — the beginning of a movement

Kinesthetic sense — muscle sense; awareness of body position and movement

Level — relative differences in attitude in relation to the floor

Motif — the dominant theme or idea in a composition

Percussive — quick, forceful movements

Rhythm — the flow of the movement

Style — quality and fashion of presentation

Sustained — a continuous, reserved type of movement

Tempo — the rate of speed at which a movement occurs

Theme — the central or unifying idea

Evaluating may take the following forms.

- Students may be tested on knowledge of basic steps in all dance areas.
- Students may be tested on performance of preassigned folk and square dances.
- Students may be tested on ability to call various square dances.
- In modern dance, problems may be assigned to class groups and students may be tested on composition and performance.
- Written tests may be given on history and terminology.

Lead-up Games

Lead-up games used in basic or beginning courses in secondary schools should be simple enough to teach skills used in the activity for which it is designed.

Lead-up games can be used to observe students and make judgment as to what skills each lacks and at what level to start instruction. Some examples of lead-up games follow.

For badminton

- Hand badminton
- Paddle badminton
- Shuttle badminton
- Sponge badminton
- Volleyball badminton

For basketball

- Around the world
- Basketball cageball
- Basketball golf
- Basketball pass, catch and goal
- Basketball speedball

For soccer

- Soccer tag
- Throw-in soccer
- Soccer kick-over
- Soccer end ball
- Corner kick ball

For softball

- Long ball
- Softball toss-up
- Fly out
- Wall softball
- Stick ball
- Bunt ball
- Pepper

For volleyball

- Serve and sit
- Keep it up
- Newcomb
- Net ball
- Bat ball

Physical Education for the Handicapped

Public Law 94-142 provides the following.

- Physical education shall be made available to every handicapped child receiving a free appropriate public education.
- Each handicapped child shall be afforded the opportunity to participate in the regular physical education program available to nonhandicapped children, unless
  a. the child is enrolled full time in a separate facility or
  b. the child needs specially designed physical education, as prescribed in the child's individualized education program.

- If specially designed physical education is prescribed in a child's individualized education program, the public agency responsible for the education of that child shall provide the services directly, or make arrangements for them to be provided through other public or private programs.
- The public agency responsible for the education of a handicapped child who is enrolled full time in a separate facility, or who is not able to participate in the regular physical education program, shall take steps to insure that physical education provided to that child is comparable to services provided to nonhandicapped children.

Adapted Physical Education

The adapted physical education program is designed for the student who cannot safely or successfully engage in unrestricted participation in the regular physical education program. The adapted program should be both psychologically and physically sound and should be based on the unique needs of the individuals who make up the classes.

Adapted physical education is composed of three specific categories — modified physical education, remedial physical education and posture education.

Modified Physical Education

The modified phase is an immediate goal which all schools should strive to institute. Modification adapts the established physical education activities to special restriction needs. In most cases, it is an intelligent selection of activities in which the child can participate safely and with satisfaction. When the restrictions are slight or the number of handicapped cases small, children should be scheduled with the regular classes. This is typical in most school systems. In some situations, of course, it is desirable to schedule special classes. When handicapped students are included in regular classes, caution must be exercised to exempt the handicapped students from activity that might cause further injury or aggravation; however, children in such classes must have an opportunity for success. They have doubtlessly experienced many failures and probably have had little opportunity to participate in physical activities. The well prepared and resourceful teacher must provide equally for both groups.

Remedial Physical Education

The ultimate goal for schools is a remedial physical education program. This is defined as the scientific use of specific bodily movements to restore normal strength and function to affected body parts. Remedial physical education is individually designed to serve students who have physical defects and orthopedic deviations which can be corrected, improved or prevented from becoming worse through carefully selected exercises.

Children are scheduled in remedial physical education when neither the general nor modified physical education classes can fulfill their specific needs. They remain in this program as long as they profit from special instruction. Each case should be checked periodically by a physician. Individual programs are best conducted in a special room or remedial gymnasium without interference or interruptions from other classes.

Posture Education

Teachers must be aware of the students' posture patterns and recognize that few persons maintain good posture all the time. While deviations in posture or body mechanics fall naturally into remedial physical education, many faults can be prevented by emphasizing good posture training in the regular school physical education programs. Correcting poor posture is a tedious and frequently expensive job as a child approaches adolescence. Preventive measures instituted early by parents, classroom teachers and physical educators may emphasize good posture in standing, sitting, walking, lifting and carrying to prevent posture deformities. Poor posture is not outgrown. Children need continual guidance and training.

Objectives include

- helping students understand and accept their physical potential as well as their limitations
- correcting defects and improving posture mechanics
- promoting organic vigor within the scope of the pupils' handicaps or limitations
- developing competence in a variety of skills and safety habits for participation in recreational sports and games
- building social efficiency in group membership and leadership in physical activity
- introducing students with permanent disabilities to activities in which they can succeed
- using the class for personal counseling and adjustment through self-perception.

Scope of Adapted Physical Education

The Committee on Adapted Physical Education of the American Association for Health, Physical Education and Recreation further defines the scope of adapted physical education in the following guiding principles.

1. Adapted physical education is a diversified program of developmental activities, games, sports and rhythms, suited to the interests, capacities and limitations of students whose disabilities prevent them from safely or successfully engaging in unrestricted participation in the vigorous activities of the general physical education program.
2. There is a need for adapted physical education in schools and colleges. According to the best estimates available, about four million children of school age have physical handicaps in the United States. Only 11 percent of this group receives special educational services through special schools and classes. The vast majority of physically exceptional children attend regular schools. Cerebral palsy, poliomyelitis, epilepsy, tuberculosis, traumatic injuries, neurological problems and heart disease affect thousands of children. Further evidence indicates that a significant percentage of college students require special considerations for either temporary or permanent disabilities.

3. Individuals who face the combined problem of securing an education and living most effectively with a handicap, through adapted physical education may
   - be observed and referred when the need for medical or other services is suspected
   - learn to avoid situations which could aggravate the condition or subject them to unnecessary risks or injury
   - improve neuromuscular skills, general strength and endurance following convalescence
   - improve psychological adjustment and social development.
4. Services essential for the proper conduct of adapted physical education which should be available to schools include
   - adequate and periodic health examination
   - classification for physical education based on the health examination and other pertinent tests and observations
   - guidance in the areas of physical activity, general health practices, recreational pursuits, vocational planning, psychological adjustments and social development
   - arrangement of appropriate adapted physical education programs
   - evaluation and recording of progress through observation, appropriate measurement and consultation
   - integrated relationships with other school personnel, medical and auxiliary services and the family to assure continuing guidance and supervisory services
   - cumulative records for each individual, which should be transferred from school to school.
5. In order to avoid serious impairment to students, teachers of adapted physical education work closely with physicians who diagnose, recommend and supervise the planned activities of their patients. There should be an effective referral service among physicians, physical educators and parents aimed at proper safeguards and maximum student benefits. School administrators, alert to the special needs of handicapped children, should make every effort to provide adequate staff and facilities necessary for adapted physical education.
6. Teachers of adapted physical education have a great responsibility as well as an unusual opportunity. They should
   - have adequate professional education to implement the recommendations of medical personnel
   - be motivated by the highest ideals with respect to the importance of total student development and satisfactory human relationships
   - establish rapport with students who may exhibit social maladjustment as a result of a disability
   - be aware of a student's attitude toward the disability
   - be objective in relationships with students
   - be prepared to give the time and effort necessary to help a student overcome a disability
   - treat the personal problems of the student with strictest confidence
   - Stress similarities rather than deviations and abilities instead of disabilities.
7. Adapted physical education should operate at all school levels. Disabled students face the dual problems of overcoming a handicap and acquiring an education which will enable them to take their place in society as respected citizens. Failure to help students overcome their problems may retard their growth and development. By offering adapted physical education throughout elementary grades and continuing through secondary school and college, the individuals's functioning continues to improve.

Classroom Assignment

Student may be assigned to adaptive physical education classes by

- referral by a private physician
- referral by the school physician
- referral by the school nurse
- referral by the state health nurse
- request by parent or guardian on advice of physician.

The assignment of any pupil to adapted physical education may be temporary and the child, when ready, may be reassigned to regular classes.

Equipment may include

bars (stall)
belts (webbed)
boards (posture)
camera
chairs
foot mirror
triple posture mirror
pedograph machine, ink, paper
pencil (flesh)

charts — skeletal and muscular	*plumb line*
film	*podiscope*
grid (posture)	*wall pulleys*
hand grips	*rings*
horizontal ladder	*dowel rods*
level (spirit)	*rope*
flood lights	*stools*
marbles	*tables*
gym mats	*tape measure*
	wands

Evaluations must be continuous, employ sound instruments and consider established standards as well as normal variations from this standard.

For further reference, see *Guidelines for Adapted Physical Education*, Commonwealth of Pennsylvania, Department of Public Instruction, Harrisburg, Pa., 1966.

Aquatics

While the feasibility of offering aquatics in the public schools of Georgia sometimes seems remote, professional physical educators agree that aquatics should be offered in every physical education program. Schools and systems should make every effort to offer instruction in drownproofing, swimming and diving, lifesaving skills, synchronized swimming, water games, competitive swimming and small craft safety. If active participation in such activities is impossible, orientation to the safety factors involved in aquatics should be included in the program of instruction. More and more Georgians enjoy the water resorts and facilities abounding in the area. Portable pools are fairly common and the climate of the entire state allows for safe participation in aquatic activity throughout most of the year.

Simply lacking on-campus facilities for swimming does not exempt a school from offering programs in aquatics. Even when programs are unavailable through community agencies, teachers can use films and loop strips to familiarize students with water safety principles.

Summary

Some form of aquatics instruction can be taught in every high school. Physical educators and school administrators are challenged with finding a suitable provision for this area in the curriculum. If the actual activity cannot be engaged in, coverage of safety measures for swimming, lifesaving and boating should be offered. School officials should explore use of portable pools to insure the drownproofing of every Georgia high school student. See Appendix J for aquatic films.

Combatives

Judo

Judo, which means "gentle way," is a modern, two-person Olympic sport based on ancient Japanese bare handed fighting. Judo somewhat resembles college wrestling and high school tournaments draw large crowds. The sport is well regulated and requires an uncommon amount of self-control and discipline. The national sport of Japan and Korea, judo has been taught safely in all Asian secondary schools for the past 50 years and has become increasingly popular in U.S. high schools during the past decade.

The art of judo constantly stresses safety and discipline; therefore, instruction is denied the immature and rowdy student. Early lessons are devoted to "breakfall" landings so that students can later be thrown to the mat without injury. Judo is roughly divided into two main groups of techniques — the throws from a standing position and grappling while sitting or lying on the mat. Judo throws give way to the opponent's strength. By using leverage, one can throw with the hands, trip with the feet or throw over the hip a partner of greater size and strength. Grappling for the beginner consists of hold-down or pinning techniques.

The more dangerous arm locks and chokes are not taught to high school students. Judo is played in a white cotton pajama-like costume called a Gi, whose sash or belt denotes the rank and training of its wearer — white belt for the novice, brown for the advanced beginner and black for the expert adult. Each lesson or practice session begins and ends with the customary Asian bow. Gentleness and humility are always stressed.

Advantages of Judo

- Judo is an exciting sport for participants and spectators. When it is offered to high school students, there is a long waiting list.
- Judo is safe. No student is allowed to practice throws without direct supervision by a qualified instructor. Beginning students easily learn to throw the instructor but are never allowed to take throws until they have adequately mastered the breakfall landing.
- Discipline is a major judo tradition. Rowdiness, loud talking and inattentiveness mean instant dismissal. The instructor teaches students by deed as well as by word of mouth that bullishness is never tolerated.
- Judo introduces students to an interesting foreign culture. Japanese terminology is used

and students find the philosophy of politeness and humility most beneficial. Good sportsmanship and genuine respect for authority are instilled in all.

- Practical self-defense is an obvious benefit. Judo, a technique of weaponless self-defense, could prove lifesaving to the student, but only for defense, never offense.
- Judo is inexpensive. Wrestling or tumbling mats are used in the gym and it can be played on mats out-of-doors. Judo is always in season. The judo Gi costume is the only extra cost and is usually paid for by the individual student. Books can be purchased by the library.

Disadvantages of Judo

- Qualified judo instructors are still somewhat scarce. High school judo instructors must be of brown belt rank, preferably black belt. This belt denotes that the instructor has studied judo intensively for more than two years before teaching beginners. Brown belt teachers can easily arrange to have occasional black belt guest instructors. Also, classes can attend judo tournaments which are held several times each year in Atlanta, Macon, Augusta and Athens.
- Classes must be small because the instruction is personalized. Therefore, only a small number of interested students can take judo lessons during any one school year.
- Judo requires many years of regular, sometimes daily, practice for mastery. In one or two academic years, the average high school course in judo provides only an introduction to a complex art; however, those few students who wish to pursue the sport can take private lessons in any large city. For many, judo may become a lifetime hobby.

Objectives include

- teaching a time — honored technique of practical unarmed self-defense with controls learned so that techniques are not used to harm others
- developing and improving physical fitness and mental agility (Judo expands the mind as well as the muscles. It has been called a physical game of chess.)
- developing humility, respect and attitudes of a good sport (The Asian tradition and philosophy of gentleness have strong appeal to the Western teenager.)
- teaching appreciation of this Olympic sport from a spectator's viewpoint.

Course content (skills) include

- history and philosophy of judo (didactic)
- demonstration of judo (movies and live demonstrations)
- practical self-defense (against attacks from the front, side and rear; later, techniques for defense against knife, club and gun)
- breakfall landings — front, side, back and forward rolls with each lesson
- throws — Of the 40 basic throws, first year students learn the first 10 simple throws; second year students learn a few advanced throws, including sacrifice throws, a standard method for all beginning judo students of white belt rank.
- grappling techniques — limited to five basic pins; taught with lectures on locks and chokes
- sport judo — random practice between pairs of students at first taking turns throwing each other without resistance; as skills develop, they resist throws; students try to counter the throws; finally, advanced students actually compete with each other and later with teams from other schools
- contest rules — team takes field trips to actual judo tournaments where demonstrations are given; after written and demonstration testing, rank promotions are made by the senior black belts in the region.

Evaluation may be conducted using tests for promotions which are carefully regulated by the U.S. Judo Federation with the approval of the A.A.U. Written tests about history, philosophy, Japanese terminology and contest rules are already prepared by judo black belts.

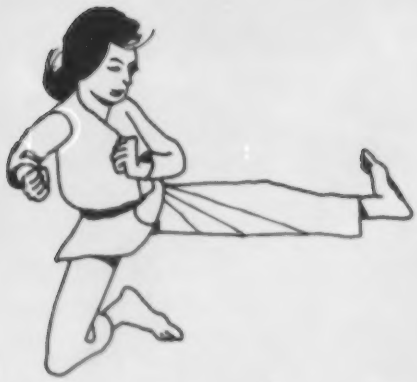
Karate

Should schools teach karate, that "killer sport," to teenagers? To some it sounds like a dangerous and foolish experiment, but karate is actually a safe art of self-defense that teaches control. It is not an expression of violence. The karate student is taught to use the techniques for defense and never for offense. Instruction is strict and highly disiplined. All students know that rowdiness or bullishness lead to instant dismissal from class and possibly from any further training. Advanced karate is the most violent method of weaponless self-defense known to society. Because the method should not be taught to the foolish or immature student, the instructor screens applicants and dismisses those whom he or she suspects might use the arts irresponsibly.

Karate means "empty hand." It is an ancient and once secret art of weaponless self-defense that originated in India and China before the time of Christ. Although still primarily a defensive art of self-protection, Japanese karate and Korean tae-kwon-do have in the past 25 years developed into an injury-free competitive sport that resembles a composite of boxing and the French feet fighting, savate. The advanced karate student, after many months of tedious daily practice, responds with lightning speed and explosive force when physically attacked. Karate has been called the ultimate in self-defense because it trains reflexes so accurately that practitioners can effectively defend themselves from attack by multiple assailants, even from armed gang attack, and yet be able to spar vigorously with fellow students without protective equipment and in complete safety. The popular TV image of karate as board-breaking and killing a bull with a single blow is an overemphasis on one small facet of advanced training. The students of karate actually spend much more time learning the intricate, graceful karate forms which teach blocking imaginary attacks from multiple opponents. The beginning lessons in karate, especially for teenagers, are devoted almost entirely to defensive blocks. Only later are retaliatory kicks and strikes taught.

The emphasis is always on control and learning how to pull back the strikes and kicks so that no contact occurs in practice sessions. The practice sessions are rigorous and demand quiet attentiveness. Practice without close supervision is not permitted for beginning students.

Karate training especially appeals to junior and senior high school students mature enough to grasp



the importance of the discipline. Karate has no season and requires no special equipment. The preferred costume is the lightweight cotton uniform called a Gi (a judo Gi can be used). Karate classes can meet indoors or out and require no mats as in judo training. The instructor may wish to limit the small classes to older more mature students. Qualified instructors must be of at least brown belt rank, though black belt instructors are preferred. Qualified instruction in Korean tae-kwon-do, which is very similar to Japanese karate, is especially popular and readily available in the South. Classes often attend karate tournaments held several times each year. A special dividend of karate instruction is the exposure to the Asian philosophy that stresses gentleness and humility. Each practice session begins and ends with a bow, with genuine respect accorded the instructor and advanced students. This high school introduction to a complex art form motivates many graduates to further study. Karate can become a lifetime, fun hobby, as well as a technique of self-defense that could be lifesaving at some unexpected time in the future.

Objectives include

- teaching practical, safe and well-controlled self-defense (Teenage students are not taught the lethal blows. The primary emphasis is on defensive blocking. Didactic instruction is offered on how to use nonharmful techiques unless life is actually threatened.)
- developing and improving physical fitness and mental agility
- teaching good sportsmanship, humility and genuine respect for superiors (self-confidence breeds security). Calmness in the face of potential danger breeds gentleness.
- teaching appreciation of an increasingly popular spectator sport.

Course content (skills) include

- history and philosophy of karate
- life demonstrations of sample karate techniques and forms, strikes and kicks against imaginary opponents, sparring with partners and films of contests
- practical self-defense; introduction to practical karate
- knowledge of the vital body points (those causing pain or injury); how to make a karate fist and striking surface of the hands, elbow, knee and foot
- introduction to blocking techniques (practice every lesson)
- introduction to hand and elbow strikes
- introduction to kicking techniques
- karate stance and turning movements
- introduction to basic forms number one, two and three
- demonstrations of sample advanced forms
- introduction to practice sparring with partner
- contest rules and sport strategies
- advanced self-defense techniques and review.

Karate is a well regulated international sport, taught in a time-honored way. Students around the world learn its techniques in a step-by-step progression and promotional tests are organized and graded by black belt instructors. In a one-year course, the average student will probably not advance beyond the novice rank of white belt. Emphasis in this course is on safety and control rather than on sparring or free fighting.

Self-Defense

This is a violent period of history. Citizens today are painfully aware that all crime rates are increasing. Public personal assaults, rape, muggings, purse snatchings, as well as burglary, terrorize this nation. Armed protection is not the answer; tear gas guns quite commonly explode in the user's hand; carrying firearms is illegal for good reason. Law enforcement officials agree that armed protection is a personal hazard in the hands of all but a few of the exceptionally well-trained. It is small wonder, then, that books about unarmed self-defense, judo, karate and aikido are popular. More and more people are signing up for self-defense courses and discovering a new security in "weapons" they can carry at all times — their owns hand and feet. Human beings spend their lives on dry land, yet most think nothing of taking swimming lessons for those few hours a year they spend in water. Self-defense can be a lifesaving course for dry land, and it is as easy as learning to swim, though it does take practice.

A little knowledge about boxing or wrestling does not qualify one to teach self-defense. A competent instructor of unarmed self-defense should be very skilled in the full spectrum of martial arts — judo, karate, jujitsu and aikido. Such training allows the instructor to fit the most suitable technique to the individual student. Ideally, self-defense combines techniques. Self-defense must be simple, easy to learn and easy to practice, yet effective when used by a small person who may weigh 150 pounds less than the attacker. To be effective, the techniques must be automatic. Most people trained in black belt judo, karate or aikido know about 100 self-defense techniques and some fifth and sixth degree black belters know 500 self-defense techniques. However, not all high school students will require such highly trained teachers. The proposed self-defense course is prepared by a high ranking black belt instructor but will be simplified and taught by teachers of brown belt or first degree black belt rank. The students will be taught judo, karate and aikido, with emphasis on simplified and practical combinations of techniques. The student will receive didactic and filmed instruction in the principles of the various martial arts, and those students who wish to study one of these arts in depth will find this course a good introduction. After safety rules are clearly understood and students have learned how to take a judo breakfall landing, the instructor will demonstrate the actual self-defense techniques. Students will practice these techniques with each other until the skills are thoroughly mastered. Throughout the course, the instructor will discuss practical principles of self-defense including defense against murderous assault with a weapon, how to safeguard one's house and defense against biting dogs.

Teaching Conditions

Self-defense is best taught in small groups that meet at least twice weekly. It requires a wrestling or judo mat and may be conducted in or out-of-doors. Loose-fitting sweat clothes or slacks and sweat shirt may be substituted for the Gi. The instructor will furnish rubber knives, plastic guns and clubs to represent weapons. Discipline, respect and humility are observed as in the other martial arts classes. Boisterous and inattentive behavior will not be

tolerated. Students are cautioned not to practice the techniques except under supervision.

Objectives include

- learning approximately 25 simple self-defense techniques (combined techniques of judo, karate and aikido must be used for self-defense only. The skills must be mastered so they would be used automatically under conditions of actual physical attack.);
- appreciating the arts of judo, karate and aikido as spectator sports and getting further training if desired;
- learning to avoid attack and how to protect oneself, home and family from crimes of violence;
- developing good physical fitness through self-defense courses.

Course content includes

- introductory films and demonstrations of the martial arts of jujitsu, judo, karate and aikido; discussion of how to prevent attack and how to avoid violence will be part of each lesson;
- judo breakfalls;
- defense from the prone position (defense against rape and how to pin down an attacker);
- techniques to quiet a nonviolent person; how to control a weaker person;
- defense against purse snatchers and warding off the physical advances of an overly aggressive date;
- defense against dangerous attack, defense against attack from the front (chokes, strikes to face and chest front bearing hug); from the side (waist grab, hand and arm grab, running attack) and from the rear (rear chokes and bear hugs); defense against attacks from multiple opponents;
- defense against attacks with weapons (gun, knife, club, choke cord);

Students learn judo breakfall landings to avoid injury if thrown by attacker, judo pins and aikido holds; karate kicks and fist strikes; strike points which may paralyze, maim or kill a murderous attacker and practical tips on avoiding attack.

All students learn to protect themselves against physical attack. They learn that no situation is hopeless. Self-protection is possible even when cornered by multiple assailants and armed attackers.

The course teaches self-confidence but does not encourage carelessness. It is a lifesaving course. Each student will demonstrate skills learned.

Self-defense may be a new unit in most physical education programs, but is quite practical and interesting to the students. A brief study of the principles involved in judo, karate and aikido may be a helpful foundation.

This unit may be taught any time of the year and in almost any situation — indoors and outdoors.

Wrestling

Wrestling is probably the oldest form of combative activity. Greco-Roman style wrestling was among the sporting events of the early Greek Olympic Games and is still the form used in the modern Olympics. Catch-as-catch-can is the form used in the United States. Wrestling has few requirements in terms of space, equipment and facilities. It permits competition for almost all ages and sizes. Classification for competition is based on weight limits. High school competitive wrestling begins with a 95-pound weight class. Because wrestling is a demanding sport in terms of effort, instruction should be preceded by a period of general conditioning.

In planning for group instruction, approximately 50 square feet should be provided for each student, a mat area of 40 feet by 40 feet provides for 32 students. For safety, care should be taken against overcrowding. Classes should be divided into practice session groups to avoid injury. Ideally, the wresting program should be conducted on a wrestling mat, though most schools combine tumbling mats to get a large surface. So that the tumbling mat do not separate, one of the greatest injury hazards, a single plastic cover should fit over the entire area and be tucked under the edges by three feet.

Wrestling is generally considered a winter sport but can be taught any time during the year. The limited space requirements allow it to be taught on the stage of many gymnasiums. It may also be taught in auxiliary rooms included in some school plants. The extra ceiling height required of most sports is not a requirement of wrestling. Although wrestling is normally considered an indoor sport, mats may be moved out-of-doors if level ground is available.

Wrestling requires little or no special equipment besides mats. Most teachers and coaches recommend wearing sweat pants or long pants to reduce the danger of abrasions or mat burns. Many contestants prefer to wear wrestling headgear to protect the ears.

Objectives are

- developing and improving physical fitness, particularly in the areas of agility, coordination, balance and endurance;
- acquiring confidence building skills in handling the body and defending oneself;
- understanding rules and strategy of wrestling and acquiring spectator appreciation.

Course content (skills) include

- conditioning exercises specifically related to the sport, i.e., front and back bridge, upside down push up, flutter kick, walrus;
- wrestling skills — take downs, break downs, escapes, reversals, rides, pinning combinations and holds;
- rules, scoring, strategy;
- history of the sport and methods of competition.

Evaluation includes subjective evaluations of competitive skills and skillful wrestling techniques and written tests on rules, strategy, history and methods of organizing competition.

Evaluation and Measurement

Though often misunderstood, evaluation and measurement are essential to a successful physical education program. According to Barrow and McGee, "evaluation is a part of the process of education, measurement is a phase of evaluation, and testing is a tool of measurement." Evaluation, then, is a method of judging the success or effectiveness of an experience, measurement provides the facts for this judgment, and testing obtains the data. Only by applying evaluative techniques can a teacher ascertain if objectives have been met and how efficiently the program was planned according to student needs.

Evaluation is a continuing process. The results should be scientifically utilized for program development and improvement if the evaluation is to be effective.

Only if the instructor has suitable tools with which to work can effective measurement be accomplished. Some specific tools or tests are listed.

- Measurement of Motor Ability
  Scott Motor Ability Test
  Barrow Motor Ability Test
  Kimesthesis Testing (to perceive position and movement of the total body and its parts)
- Tests of Fitness and Endurance
  AAHPER Youth Fitness Test
  Kraus-Weber Test for Minimum Muscular Fitness
  Harvard Step Test (measures general capacity of the body and especially the heart and circulatory system to adapt and recover from hard work).
  Indiana Physical Fitness Tests
  New York Physical Fitness Tests
  Triple Lap (for endurance)
- Tests of Posture
  Iowa Posture Test
  New York State Posture Test
  Rating of Posture
- Anthropometric Measures and Weight Prediction
  Meredith Physical Growth Record
  The Wetzel Grid
- Measurement of Specific Sports Skills
  Archery
  AAHPER Archery Skills Test
  Archery Performance Chart
  Target Shooting — Columbia Round

  Badminton
  Badminton Performance Chart
  Clear Test No. 1
  Clear Test No. 2
  French Short Serve Test
  Lockhart-McPherson Badminton Wall Volley Test
  Long Serve
  Stalter Wall Volley

  Basketball
  AAHPER Basketball Tests for Boys
  AAHPER Basketball Tests for Girls
  Half Minute Shooting
  Johnson Basketball Test
  Passing

  Field Hockey
  Friedel Field Hockey Tests
  Smithals and French Ball Control Test
  Smithals and French Fielding and Drive
  Strait's Field Rating Scale

  Football
  AAHPER Football Skill Tests
  Borleske Touch Football Tests

Golf
Rating Scale
Vanderhoof Golf Test
Vanderhoof Rating Scale for Golf

Handball
Cornish Power and Volley Test

Soccer
Bontz Combination of Soccer Skills
Shaufele's Soccer Battery
Warner Test of Soccer Skills

Softball
AAHPER Softball Skill Tests for Boys
AAHPER Softball Skill Tests for Girls
Check List for Rating Softball Batting Skills
Davis Batting Tee Test
Distance Throw
Fielding
Fox and Young Bat for Distance
Fringer Softball Battery
Repeated Throws

Speedball
Soccer Skill Tests listed above
Smith Kick-up to Self
Wall Pass

Stunts and Tumbling
Scale for Judging Quality of Performance

Swimming and Diving
Fox Swimming Power Test
Wilson Achievement Test for Intermediate Swimming

Table Tennis
Mort-Lockhart Table Tennis Test

Tennis
Broer and Miller Forehand-Backhand Drive Test
Hulac Rating Scale for Tennis Serve
Ratings in Tennis
Scott-French Revision of Dyer Wallboard Test

Volleyball
Brady Volley Test for Men
French and Cooper Repeated Volleys
Russell-Lange Volleyball Test
Serve Test

GWS guidebooks for each sport include additional skill tests.

The instructor should evaluate performance with a variety of techniques. Some activities lend themselves more readily to objective measurement than others. The instructor should not rely completely on objective measures in any activity but supplement them with subjective ratings. Some rating scales and performance charts have been listed with the preceding tests. Others may be found in references.

Physical education teachers develop good social and mental attitudes. By employing various scales, check lists and attitude tests, teachers help students become aware of personal values while gaining insight into the motivation of each student's behavior. Excellent scales and checklists for this purpose are described in the references for this chapter.
The evaluative process also measures student knowledge and understanding.

Assessment

The physical education assessment program should provide a pattern for instructional program growth. Assessment of students is perceived through three domains — cognitive, affective and psychomotor. The local school should determine the extent to which each domain is assessed.

Cognitive Domain

It is recommended that the "AAHPER Cooperative Physical Education Test" be administered to appropriate grade levels. This test is designed on three levels for grades four to six, seven to nine and 10 to 12, with two forms per test. The test may be obtained from Educational Testing Service, Princeton, N.J.

Affective Domain

Further exploration is being made into

- enjoyment
- positive attitude
- positive self-concept
- values clarification
- Wear attitude inventory.

Psychomotor Domain
The evaluation and measurement section of this guide should be used to plan student assessment programs.

Model Secondary Physical Education Instructional Program

An exemplary secondary school physical education instructional program is identified in Assessment Guide for Secondary Physical Education Programs, American Alliance for Health, Physical Education and Recreation, 1900 Association Drive, Reston, Va. 22091.

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Appendix A

Glossary of Terms for Physical Education

Calisthenics are light gymnastic exercises, with or without equipment, designed to develop grace as well as physical health and vigor. By design, the exercises employ all muscle groups systematically.

Exercise is bodily exertion as experienced and practiced through calisthenics, sports, drills, gymnastics, locomotor skills, dance, etc., for the sake of training or improving the human organism.

Warm-up is light rhythmical exercise accompanied by stretching and deep breathing and executed at a gradually accelerated pace to bring about changes preparing the body for vigorous action.

Circuit training increases muscular strength and endurance and circulo-respiratory endurance. Several carefully selected exercises, or "circuits," are arranged and numbered consecutively within a given area. Individuals participate and progress according to personal capacity.

Correlation blends together similar fields so that each may contribute to the purpose of the other. While each field retains its separate identity, each uses the contribution of the other to enhance understanding.

Creative activity is any specific experience in which students explore, develop and express their own ideas through movement.

Curriculum is a series of meaningful guided experiences directed toward developing an individual to full mental, physical, moral and social potential.

Evaluation judges the success or effectiveness of an experience, using qualitative and quantitative data.

Extramural sports are competitive and recreational activities engaged in between schools. They are usually outgrowths of the program of physical education but may also be outgrowths of intramurals.

Health education teaches students to apply health principles of good health knowledge to their individual lives.

Independent study is a teaching method in which individual students, with guidance, decide what to study and evaluate themselves.

Integration blends together diverse fields of learning which relate to a central theme.

Interschool athletics, commonly referred to as "interscholastic sports," consist of sports competition among schools of the same academic level by selected groups of the most skilled students within the schools. The participants undergo special training for these competitions, which may be restricted to local, regional, state or national geographic areas.

Interval training alternates strenuous activity for a given distance or a specified time with lighter activity and recovery. Interval training was developed primarily for endurance training in running and swimming.

Intramural sports designates all competitive and recreational activities which take place within the boundary of a particular school or institution.

Leisure refers to free time as contrasted to time spent at school or work.

Lifetime sports are those activities with little or no age limit for participation due to physical demands. Single individuals or small groups usually participate in contrast to the highly organized, large team activities.

Maturation readiness, sometimes referred to as "organismic age," is the pacing of each child's training in accord with individual patterns of development. Maturation readiness in physical education implies neuromuscular growth as well as social, emotional and intellectual maturity.

Measurement is an evaluation technique using objective procedures to obtain quantitive data.

Movement education, according to Tillotson, "develops effective, efficient and expressive movement responses in a thinking, feeling and sharing human being." It develops an awareness of the self in the physical environment, the body and its capabilities, and the components of movement which in turn contribute to the understanding, knowledge and movement responses of each child.

Organic development is the end result of the training process affecting the various systems of the body. It leads to the physical power required to achieve peak performances of endurance, agility, coordination, speed and strength.

Overload principle implies that the intensity (strength) or duration (endurance) of an activity exceeds those levels ordinarily bringing forth improvement.

Physical education is a planned program of motor activities involving the total organism and designed to promote optimum growth and development of the person as an individual and as a social being.

Physical fitness builds the physiological and biological capacity of the body in order to meet daily living requirements while maintaining an adequate reserve to meet emergency situations of a physical nature.

Progression gradually increases the demands made on the individual by increasing the intensity, complexity or duration of an activity.

Recreation is any wholesome leisure experience engaged in solely for the satisfaction of the activity.

Rhythm is movement or procedure with uniform or patterned recurrence of a beat or accent.

Safety education promotes the principles of safe living and the effects of human behavior on the environment. It enables a person to choose to live an adventurous life, free of unnecessary hazards, either individually or as part of a group.

Self-testing indicates self-evaluation and competition with one's personal record for improvement.

Skill is an act requiring some degree of neuromuscular coordination and dexterity; also the body control to perform tasks requiring these qualities. Movements are integrated with efficient timing, balance, relaxation, flexibility and range of movement — all with the minimum expenditure of energy.

Special interest groups in physical education consist of those individuals who organize themselves to promote understanding and to provide experiences in a single activity.

Team teaching is a method in which more than one teacher has the responsibility for planning and conducting instruction and evaluation of the same group of students at a given time.

Testing uses specific measurement tools to collect data.

Total fitness is a state in which the organism is able to function physically, mentally, emotionally and socially. Its most extensive interpretation applies to the ability to meet daily living requirements.

Total program involves all the learning experiences contributing to the individual's development. In physical education this includes all activities which promote "learning through the physical."

Appendix B

Essential Life Skills of the Physically Educated Individual

Essential life skills include the following.

- Ability to participate in lifetime sports and successfully master at least one or more participation sports
- Environmental awareness and wise use of leisure and outdoor education skills, knowledge and behavior
- Understanding team sports, the necessity of good sportsmanship and being a good spectator
- Awareness of the need for safety precautions and understanding the fundamentals of sports safety, including water safety
- Appreciating skills involved in creative movement after personal efforts at successfully coordinating movement
- Learning personal worth and belonging from successful group participation in an organized competitive activity
- Learning self-direction and wise selection of all physical involvement activities based on a realistic self-evaluation
- Manipulating the body in many movement patterns and understanding how to break down a complex movement into simpler components with relationship to mass, balance, speed, strength, flow and control of movement
- Maintaining an acceptable level of cardiovascular efficiency, flexibility, muscular strength and muscular endurance
- Understanding the value of leisure and recreation in maintaining good physical and emotional health
- Applying the physical and social skills of physical education to other situations encountered in interpersonal relationships
- Exhibiting responsible behavior when using public and private recreational facilities

Appendix C

The Use of Trampolines and Minitramps in Physical Education

(A Position Statement Aproved by the American Alliance for Health, Physical Education, Recreation and Dance)

Over the years, trampoline accidents have resulted in a significant number of cases of quadriplegia. The annual frequency appears to be low yet persistent. Late in 1977, the American Academy of Pediatrics took a public position that the trampoline was posing an undue risk of serious injury and therefore warned that it should not be utilized as a competitive sport nor as an activity within physical education.

Subsequently, further examination of injury patterns and the benefits justifying selective inclusion of the trampoline within a physical education program, whether in educational institutions or recreational setting, has permitted the American Alliance for Health, Physical Education and Recreation to formulate the following statement.

Risk of injury, including serious injury, accompanies many physical activities enjoyed by young persons, even under the best of conditions. The vast majority of known cases of quadriplegia resulting from trampoline accidents have stemmed from improper execution of a somersault. While there is little encouragement for trampolining as an interscholastic or intercollegiate event, the use of the trampoline in physical education classes does not apparently constitute an unreasonable risk of serious injury providing that the following controls are ensured:

1. That the program is offered as an elective. No student should be required to engage in trampolining. It follows that all new participants should be helped to appreciate the risks of this activity and the measures being taken to control those risks.

2. That the program is supervised by an instructor with professional preparation in teaching trampolining. This implies that the selection of skills being taught are commensurate with the readiness of the student in a proper progressive manner, and that reminders of injury control measures are incorporated in the teaching process. By supervision is meant direct observation of the activity plus intervention capabilities when warranted.

3. That spotters be in position whenever the trampoline is being used and that all students (and teaching aides, if used) be trained by the instructor in the principles and techniques of spotting.

4. That the somersault not be permitted to be attempted in regular classes. If special opportunities exist in the physical education program for advanced students with demonstrated proficiency, the foot-to-foot somersault may be taught if the safety harness is used and if the objective clearly is not to wean the student away from the harness to execute skills involving the somesault. The safety harness must be controlled by persons trained by the instructor and capable for this task.

5. That the apparatus be locked, and otherwise secured as best the facilities provide, to prevent unauthorized and unsupervised use.

6. That the apparatus be erected, inspected, and maintained in accordance with the manufacturer's recommendations.

7. That policies for emergency care be preplanned and actively understood by all affected personnel. This includes first aid competence at hand, class supervision during the initial management of the injured student, communicative accessibility to appropriate medical assistance when needed, and transportation capability to appropriate medical facility when needed.

8. That participation and accident records be maintained for the trampoline and other gymnastic apparatus and periodically be analyzed.

The minitramp, while different in nature and purpose from the trampoline, shares its association with risk of spinal cord injury from poorly executed somersaults. The best of mats do not provide substantial protection from the minitramp accident that leads to quadriplegia. As recommended for trampoline safety, the minitramp should constitute an elective activity requiring competent instruction and supervision, spotters trained for that function, emphasis on the danger of somersaults and dive-rolls, security against unsupervised use, proper erection and maintenance of the apparatus, a plan for emergency care should an accident occur, and documentation of participation and of any accidents which occur.

In addition to that stipulated in the preceding paragraph, the following constitute the controlled conditions to be ensured.

1. No multiple somersault be attempted.
2. No single somersault be attempted unless:
   - The intended result is a footlanding.
   - The student has demonstrated reasonable ability for such on the trampoline with a safety harness, off the diving board of a swimming pool, or in tumbling.
   - A competent spotter(s) is in position, knowing the skill which the student is attempting, and physically capable of handling an improper execution. If the safety harness is employed, the instructor must be satisfied that it is controlled competently.
   - The minitramp is reasonably secured to help prevent slipping at the time of execution.
   - A mat should be utilized, sufficiently wide and long to prevent a landing on the mat's edge and provide for proper footing of the spotter(s).

Appendix D

SAMPLE PARENT LETTER

TO: Parents

FROM:

SUBJECT: Health and Physical Education

We would like to welcome your son or daughter to _____ High School. We are looking forward to having your child participate in Health and Physical Education which we know is an integral phase of his or her growth and development.

All secondary school pupils in Georgia are required to take at least one quarter of instruction in physical education.

If your child cannot participate in the regular physical education program, please mark *restricted program* on the portion of this letter to be returned.

If restricted program is marked, this must be accompanied by the examining physician's Medical Form PE_____. If the regular program is marked, then your child is expected to participate in the regular program of Health and Physical Education. If your child cannot participate because of a temporary restriction, you may write a note which will excuse him or her for that day.

- - - - - - - -

_____

Name of Pupil

I have received your letter and am returning the following information for the classification of the above named pupil in the Health and Physical Education program.

PLEASE LIST ANY CRIPPLING DISEASES, SUCH AS BROKEN BONES, POLIO, EPILEPSY, ASTHMA, DIABETES AND RHEUMATIC FEVER.

1. _____ 3. _____

2. _____ 4. _____

PLEASE CHECK THE APPROPRIATE SPACE

REGULAR PROGRAM _____ RESTRICTED PROGRAM _____
(Medical Form PE_____ to be attached)

ADDITIONAL COMMENTS OR EXPLANATIONS

SIGNED _____
PARENT OR GUARDIAN

Sample Examining Physician's Medical Form

Name of Pupil _____ Age _____ Grade _____

School _____ Town _____ Telephone _____

Director of Physical Education _____

Principal _____

To the attending physician:

The physical education program for both boys and girls is one which embraces a great variety of activities. Physical education is a required subject and each pupil is encouraged to participate to the fullest extent of his/her capacity. Below are the various phases of activity offered. Please check the appropriate spaces after each activity indicating the degree to which the pupil under your care may participate.

Events	High	Moderate	Low	None	Events	High	Moderate	Low	None
Archery					Recreational Games				
Badminton					Soccer				
Baseball					Speed Ball				
Basketball					Square Dancing				
Body Mechanics					Social Dancing				
Bowling					Softball				
Conditioning Exercises					Swimming				
Dancing Activities					Table Tennis				
Field Hockey					Tennis				
Fly Casting					Tether Ball				
Folk Dancing					Touch Football				
Golf					Track & Field Events				
Gymnastics					Tumbling				
Jogging and Walking					Volleyball				
Lacrosse					Walking				
Modern Dance					Weight Training				
Physical Fitness Testing					Wrestling				
Push Ball									

Nature of Illness/Injury _____

Limitation of Activity _____

Date of Return to Normal Activities _____

Signature of Physician _____

Address _____ Telephone _____

Appendix E

ACCIDENT REPORT FORM

School _____ Address _____ Zip Code _____ _____

I. STUDENT INFORMATION

A. Name _____ B. Grade _____ C. Age _____

D. Sex -- ☐ Male ☐ Female E. Teacher _____

II. ACCIDENT INFORMATION

A. Time of Accident ☐ A.M. ☐ P.M. B. Date _____ _____

C. Supervised Activity ☐ Yes ☐ No Name of Instructor Present _____

D. Nature of Injury (May be completed after medical examination)

1. ☐ Abrasion
2. ☐ Animal or Insect Bite
3. ☐ Asphyxiation
4. ☐ Bruise
5. ☐ Burn
6. ☐ Concussion
7. ☐ Contact -- Toxic Substance
8. ☐ Cut
9. ☐ Dental
10. ☐ Dislocation
11. ☐ Foreign Body
12. ☐ Fracture
13. ☐ Heat Exhaustion
14. ☐ Laceration
15. ☐ Puncture
16. ☐ Shock, Fainting
17. ☐ Sprain
18. ☐ Other _____ ___

E. Part of Body Injured

I. Head
1. ☐ Scalp
2. ☐ Back
3. ☐ Front
4. ☐ Eyes
5. ☐ Ear
6. ☐ Nose
7. ☐ Mouth
8. ☐ Teeth
9. ☐ Neck

II. Trunk
1. ☐ Chest
2. ☐ Abdomen
3. ☐ Back

III. Arms
1. ☐ Shoulder
2. ☐ Upper Arm
3. ☐ Elbow
4. ☐ Lower Arm
5. ☐ Hand
6. ☐ Fingers

IV. Legs
1. ☐ Hip
2. ☐ Upper Leg
3. ☐ Knee
4. ☐ Lower Leg
5. ☐ Foot
6. ☐ Toes

F. Location of Accident

1. ☐ Athletic Field
2. ☐ Cafeteria
3. ☐ Classroom
4. ☐ Gym
5. ☐ Hallway
6. ☐ Lab
7. ☐ Playground
8. ☐ Restroom
9. ☐ Shower -- Dressing Rooms
10. ☐ Stairs
11. ☐ Street
12. ☐ School Bus
13. ☐ Vocational Shops
14. ☐ Other _____

III. CONTRIBUTING CAUSES

A. Environmental Factors

1. ☐ Crowding
2. ☐ Doors
3. ☐ Drinking Fountain
4. ☐ Equipment
5. ☐ Floors
6. ☐ Surface
7. ☐ Lighting
8. ☐ No Handrail
9. ☐ Mechanical Defects
10. ☐ Ventilation
11. ☐ Weather
12. ☐ Other _____

B. Human Factors

1. ☐ Active Game
2. ☐ Fatigue
3. ☐ Fighting
4. ☐ Horseplay
5. ☐ Improper Attitude
6. ☐ Lack of Training -- Experience
7. ☐ Preoccupation
8. ☐ Running
9. ☐ Violation of Rules
10. ☐ Other _____

C. Agents

1. ☐ Animal or Insect
2. ☐ Electricity
3. ☐ Fire
4. ☐ Gases
5. ☐ Liquids
6. ☐ Physical Ed. Equipment
7. ☐ Pencil
8. ☐ School Equipment
9. ☐ Solids
10. ☐ Student
11. ☐ Vehicle
12. ☐ Other _____

IV. ACCIDENT DESCRIPTION

Describe the accident in your own words. Please give all details so that this accident report may be used to prevent other similar accidents.

V. POST ACCIDENT INFORMATION

A. Was First Aid given? ☐ Yes ☐ No By whom _____
Describe _____

B. Does health record indicate tetanus immunisation currently effective? ☐ Yes ☐ No

C. Was parent or other responsible person notified? ☐ Yes ☐ No By whom _____ Time _____

D. If no, explain _____

E. Was student sent home? ☐ Yes ☐ No If yes, was he or she accompanied? ☐ Yes ☐ No

F. Was student sent to physician? ☐ Yes ☐ No Name of physician _____

G. Was student sent to hospital emergency room? ☐ Yes ☐ No Name of hospital _____

H. Method of transportation _____

I. Days absent _____

J. Extent of property damage _____

VI. ACTION TAKEN TO PREVENT SIMILAR ACCIDENT

A. Instructional

1. ☐ Discussed at staff meeting
2. ☐ Discussed in each class as part of regular instruction
3. ☐ Discussed with Parent
4. ☐ Personal instruction given to student
5. ☐ Personal instruction given to personnel in charge
6. ☐ Presented as a subject of assembly program

B. Policy or corrective action

1. ☐ Corrected operational procedures
2. ☐ Notified school safety committee
3. ☐ Repaired faulty equipment
4. ☐ Safety specialist invited to school to assist in safety program
5. ☐ Safety rules amended to prevent recurrence
6. ☐ Suggest closer supervision

C. ☐ Other

D. ☐ No action taken

VII.

Signed _____ Title _____ Date _____

Teacher _____

Other Witness _____

*Issued by the Division of Elementary and Secondary Education, Bureau of Instruction, Kentucky Department of Education — Wendell P. Butler, Superintendent of Public Instruction.

Appendix F

Georgia State Law

CHAPTER 32-19. HEALTH AND PHYSICAL EDUCATION

32-1901 State Board of Education to prescribe course of study in health and physical education

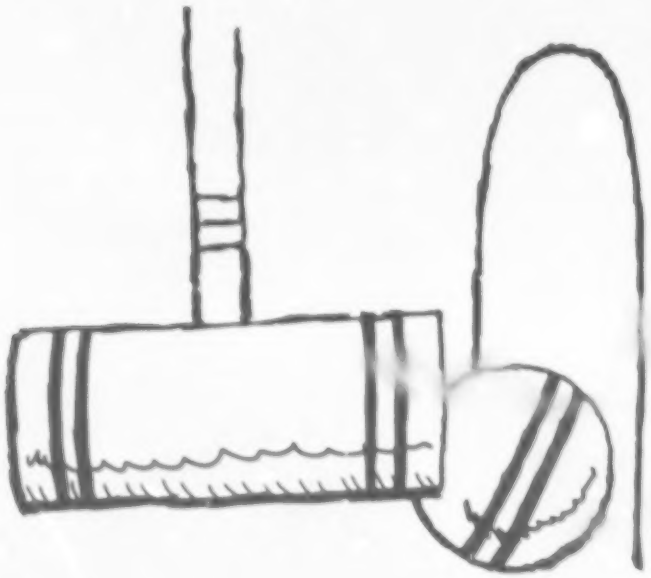
The Georgia State Board of Education shall prescribe a course of study in health and physical education for all grades and grade levels in the public school system and shall establish standards for its administration. Said course may include instruction in alcohol, smoking and health and drug abuse education and may occupy periods totaling not less than 30 minutes per day in kindergarten through grade eight or equivalent grade levels. A manual setting out the details of such courses or study shall be prepared by or approved by the State Superintendent of Schools in cooperation with the State Board of Health and State Board of Education, and such expert advisors as they may choose.

(Acts 1971, pp. 299, 300.)

32-1903 City, county and area boards authorized to employ supervisors and special teachers

County, city and area boards of education may employ supervisors and special teachers of physical eduction and health education in the same manner as other teachers are employed provided they possess such qualifications as the State Board of Education may prescribe. Boards of education of two or more school districts may jointly employ a supervisor or special teacher of health or physical education. Boards of education may allow the use of school buildings or school grounds after regular school hours and during vacations as community centers for the promotion of play and other healthful forms of recreation, under such rules and regulations as they deem proper.

(Acts 1971, pp. 299, 300.)



Appendix G

*Guidelines for Secondary School Physical Education**

These guidelines are intended to provide direction for the development of a sound, comprehensive program of secondary school physical education and athletics. They comprise a composite of statements that reflect the beliefs of the Secondary School Physical Education Council of the National Association for Sport and Physical Education.

The philosophy and objectives presented here are meant to assist in the planning, implementation and evaluation of high-quality physical education and athletic programs in the secondary school. The positon set forth assumes that secondary school students have been involved in appropriate on-going learning experiences in physical education from kindergarten through elementary school.

The Instructional Program

The Instructional Program has as its foundation a common core of learning experiences for all students. The program should provide a reasonable balance of activities commonly grouped under the psychomotor, cognitive and affective domains. These activities should include sequential progression, performance objectives and prescribed evaluation procedures. The Instructional Program should provide students with learning experiences that will help them to:

- Develop and refine their personal skill capabilities in a wide range of activities.
- Continue to sharpen skills in a minimum of three lifelong physical activities.
- Discover and develop their physiological and psychological potentials.
- Maintain an optimal level of physiological efficiency.
- Clarify their values in regard to the importance of gaining and maintaining a high degree of physical health and thus enable them to make sound decisions in matters affecting their physical welfare and lifestyles.
- Enjoy Physical Activities and desire to participate in lifetime recreational activities while following a dynamically active lifestyle.
- Understand the mechanical principles of movement and the effects of exercise and other health related factors on the human body.
- Develop personal programs for physical well-being based on knowledge, understanding and continuous self-evaluation.
- Understand the role of sport in society as a means of developing personal health and recreational skills rather than as a commercial product to be sold or exploited.
- Demonstrate patterns of positive social behavior and interpersonal relationships in all forms of competitive activity.
- Identify career opportunities.

The Intramural Program

The intramural program is an outgrowth of the basic instructional program and provides additional physical education experiences in a wide range of activities and sports. The purposes of this program should be to help participants to:

- Gain a better understanding of their own self-image and capabilities and establish reasonable, personal goals.
- View participation as a means to self-improvement and recreational satisfaction.
- Assume leadership roles in planning and conducting intramural activities.
- Share in the decision making process involved in those programs.

*This is a position paper by the National Association for Sport and Physical Education, 1900 Association Drive, Reston, Va. 22091.

- Participate fairly on the basis of a structure conducive to the welfare of the participant.
- Benefit from the expertise and supervision under the direction of qualified instructors/leaders possessing either a major or minor degree in physical education and/or recreation.

The Interscholastic Program

The Interscholastic Sports Program is an outgrowth of the basic instructional program and provides additional physical education experiences in a wide range of sports. The purposes of this program should be to help participants to:

- Gain a better understanding of their physiological and psychological capabilities, and establish reasonable personal goals.
- View winning as a means to self-improvement and not as an end in itself.
- Assume leadership roles in planning and conducting intramural and interscholastic activities.
- Share in the decision-making process involved in those programs.
- Participate and/or compete fairly on the factors of age, ability, height, weight, physiological maturity and strength.
- Benefit from the expertise of coaches who are certified teachers possessing either a major or a minor in physical education and/or state coaching certification.
- Receive appropriate medical attention before, during and after intramural/interscholastic sports programs.
  (1) Medical Examinations should be required for all who participate in interscholastic activites.
  (2) A physician's statement indicating the student's fitness for resuming participation should be required following a serious illness or injury.
  (3) An athletic trainer or teacher/trainer should be present at all games and practices.

From an administrative standpoint, all secondary school interscholastic contests, including post-season games, should be conducted under the jurisdiction of state high school athletic associations, and the programs should be financed by local Boards of Education.

The Teacher

The physical education program in the secondary school should be taught by qualified teachers whose certification in physical education is recognized by the State Department of Education. Teachers should:

- Serve as positive role models epitomizing personal health and fitness, enjoyment of activity, sportsmanship and sensitivity to needs of students.
- Utilize various teaching methodologies to create personalized learning opportunities that would allow all students to realize optimal personal gains.
- Plan innovative learning experiences in the psychomotor, cognitive and affective domains.
- Assume a desirable sequential arrangement of activities, K-12, by studying the elementary school physical education program.
- Structure fair participation and/or competition based on the factors of age, ability, height, weight, physiological maturity and strength.
- Sharpen teaching skills (especially in high-risk activities) through college/universty study, satisfactory completion of in-service workshops or independent study.
- Receive up-to-date training in emergency first aid.
- Evidence professional commitment through membership and involvement in local, state and national physical education organizations and through continuous professional study.

Student Health and Safety

Since the health and safety of the individual should be paramount in every phase of physical education, it is essential that the following standards be met:

- The teacher should be informed regularly of medical problems that may affect the student's participation in physical activity.
- Clothing should be appropriate to the activity, and showering should be encouraged after participation in vigorous physical activity.
- The school should provide towels, soap, showers and sanitary dressing facilities with adequate maintenance.
- Supervision should be provided in the locker room to assure safety and orderliness.
- School district transportation should be authorized and provided, when needed, for all instructional activities and intramural/interscholastic athletics.
- Each school system should have written policies and procedures for accident prevention, emergencies, reporting to the administration, immediate first aid and notification of parents or guardian in the event of an emergency.

Scheduling, Time Allotment and Class Size

Scheduling, time allotment and class size have a direct bearing on the health, safety, and extent of participation by students, on the type of activities that can be offered, and on expected student performance. To accomplish those objectives, the following standards should be met:

- A daily instructional period (or equivalent) of directed physical education should be provided for all secondary school students equal in length and class size to that found in the regular school pattern.
- The instructional program should be structured for maximum participation and for optimal achievement by all students.
- School on non-traditional schedules should provide physical education experiences for each pupil comparable in time to that allocated other major courses of study.

Facilities, Equipment and Supplies

Facilities, equipment and supplies are of utmost importance in conducting a comprehensive program of physical education in the secondary school. The following standards should be basic to all programs:

- Facilities, supplies and equipment should be provided for the instructional, intramural, interscholastic and recreational programs in accordance with the needs, interests and number of students to be served. This includes adequate, desirable shower and locker room facilities.
- Each area of the physical education program should be appropriately equipped and sufficiently supplied to provide each student with an opportunity to actively participate throughout the entire class period.
- Daily maintenance services of the gymnasium, locker room, swimming pool and showers, and regular upkeep of the outdoor physical education area must be provided for the health, general welfare and safety of students.
- All equipment, supplies and uniforms issued by the school should be periodically checked, reconditioned and laundered to ensure proper sanitary conditions and maximum safety for students.
- In the planning of facilities, all staff members on the instructional level should be consulted to ensure the optimum functional value of the teaching stations. Careful planning is required so that ample and safe space allocations can be made for a varied, comprehensive and evolving physical education program. The activities offered and the number of students served should determine the space requirements of the physical education activity areas. Comparable facilities for both boys and girls must be provided.
- School and community facilities should be planned and used to supplement and complement each other in meeting the needs of the students and the community. Community recreation programs should be encouraged to utilize school facilities when school programs are not making use of various spaces. Cooperation between the community and school administrators is necessary to assure the safety of participants and to provide adequate protection of facilities, equipment and supplies.

Measurement and Evaluation

Measurement involves the systematic collection of data. Evaluation is the process of interpreting the data so that a student's learning and achievement can be determined and evaluated. Teachers should individualize the

expectations to be evaluated and make curricular decisions based on these evaluations. The recommendations listed below would insure that the process of measurement and evaluation would be viewed as a means to help personalize the physical education experience so that students would view physical activity and their physical selves in a positive manner. The total process of measurement and evaluation should be a means of helping students to further realize their potentials and also help educators redirect programs where necessary.

- Evaluation of students involves assessing their performance in relation to selected individualized expectations. It is most important that data used to assign grades serve to facilitate learning and not to label students' performances as good or poor.
- Evaluative criteria should not be related to normative values which are not concerned directly with changes in an individual's performance.
- Evaluation should be utilized as one means of interpreting the program to students, school personnel, parents and community, and improving the quality of instruction.

Accreditation

Schools should make certain that their offerings and procedures are consistent with the accrediting agency by which they are governed.

- Credit for each year of physical education in the secondary school should be granted for graduation on a basis equitable with other subject matter areas.
- Standards for credit in physical education for graduation should reflect the same quality as established by local School Boards or State Departments of Education for other areas instruction.

Appendix H

First Aid Supplies Recommendations *

Adhesive compresses, 1 inch (Band-aid type)	package of 100
Sterile gauze squares 3 inches x 3 inches individually wrapped (steripad type)	package of 25
Roll of sterile gauze, 4 inches wide by 5 yards long	1 package
Triangular bandages	3 bandages
Adhesive tape, ½ inch	3 rolls
Adhesive tape, 1 inch	1 roll
Roller bandages, 1 inch	6 rolls
Roller bandages, 2 inches	6 rolls
Splints, Yucca No. 1 (or equivalent metal splints)	6 splints
Absorbent cotton (sterile)	¼ lb.
Applicator sticks, cotton tip	25
Ammonia (Aspiral No. 1)	1 box (4)
Table salt	1 package
Soap cake or Phisohex (4 oz. bottle)	1 cake or bottle
Flashlight	1 flashlight
Scissors, blunt end	1 pair
Safety pins, medium size	24 pins
Red Cross First Aid Textbook (latest-edition)	1 book

Quantities depend somewhat on nearness to physician. In isolated areas, a four ounce bottle of zephiran or methiolate may be used as a skin antiseptic, if approved by the local physician.

Schools with more than 100 pupils should have dispensable supplies in proportion. Large schools might have more than one cabinet of supplies located in areas throughout the building.

No fever thermometer should be located at school. Medical personnel are the only ones authorized to use a thermometer.

The role and function of classroom teachers and school administrators should not include the administration of medicines or remedies to students.

* *Emergency Care for Sickness and Accidents Occuring at School*, Issued by the Division of Elementary and Secondary Education, Bureau of Instruction, Kentucky Department of Education — Wendell P. Butler, Superintendent of Public Instruction.

Appendix I

Rules for Angleball

Angleball is played by two teams of twelve players each. The purpose of each team is to dislodge its own "goal ball" with the ball in play (since one point is awarded for each score) and to prevent the opposing team from doing likewise.

There is no score if Team A interferes with Team B's offense goal, or if the angle ball should hit the goal below the goal ball and cause it to be dislodged.

A score results if Team B (defense) interferes with Team A's goal while A is attempting to score.

Rule I

Equipment

Section 1. The playing field is a rectangular surface 240 feet long and 160 feet wide, free of obstruction except for the goals set equi-distant from the sideline and 60 feet from the end lines. NOTE: The game is played between the ten-yard lines. The lining of the field and the goal dimensions are as follow.

Section 2. The angleball is an outseamed ball slightly smaller and heavier than a soccer ball.

Rule II

Method of Penalizing Fouls

Section 1. Fouls shall be penalized by giving the faulted player a prescribed number of laps to run around the playing area and by giving possession of the ball to the opposing team at the point of the foul. NOTE: By mutual agreement, a penalty box may be substituted for laps. One lap equals three minutes.

Section 2. When the ball is awarded to the opposing team at an indicated point, all players must remain at least six feet away from the player putting the ball in play. The player is permitted three seconds to put ball in play and must not take more than one step in doing so. A goal from this point is permissible.

Section 3. In executing the penalty, the penalized player shall start at midfield on his or her team's side of the field and at no time enter onto the field of play before discharging the assigned penalty. NOTE: Penalized player's team is one player short until the prescribed number of laps is completed, after which the player may return to the field or tag in a teammate.

Rule III

Playing Regulations, Violations, Fouls and Penalties

Section 1. Game consists of two halves, 15 minutes each, 10 minutes between halves. Each team is permitted four time outs of two minutes each half.

Section 2. The visiting team shall have choice of goals in the first half with goals changed for the second half.

Section 3. Each half is started by a jump ball at mid-field between one member each from teams A and B. Teammates remain in their respective halves of the field (the half farthest from their goal) until the ball has been tapped. Players jumping face their own goal.

Section 4. Players may run with the ball, pass it or strike it with hands open or closed. Penalty for kicking ball intentionally is one lap with ball going to opposing team at point of foul.

Section 5. A ball carrier may carry the ball in any direction. However, if touched or tagged by an opponent the ball carrier may then throw for a goal or continue with ball, but must pass the ball before taking three steps. Penalty — ball goes to opposing team at point of violation.
NOTE 1: Remember the difference between a tag and a push or stiff arm. Unnecessary roughness penalty will be applied.
NOTE 2: If the throwing arm is in forward motion when a player is tagged, it is a legal attempt to score.

Section 6. When advantageous, a player may attempt to tie-up instead of tag the ball carrier. Tagging must be done without feet leaving the ground and without charging or driving opponent to the ground, but by grasping the ball carrier between the waist and shoulders. A legal tie-up results in a jump ball. Penalty for illegal tie-up — ball goes to opposing team at point of violation and roughness penalty laps is applied.

Section 7. For a free ball in the air, apply the same rule governing pass interference on a forward pass in football.

Section 9. The offensive team may screen for its ball carrier with an upright screen but must not leave feet or use a shoulder block. Penalty for illegal screen — one lap and ball goes to opposing team at point of foul.

Section 10. Defensive team may use hands on the body of an opponent to ward off a screen. Player warding off a screener uses hands to push away opponent but may not use hands to strike or stiff-arm the opponent. There shall be no unnecessary roughness such as tackling, use of hands about the head of an opponent, tripping an opponent, holding an opponent who is not in possession of the ball or charging an opponent before or after passing the ball. Penalty — loss of ball to opponent at point of foul. One to three laps depending upon the seriousness of the offense.

Section 11. After a goal is made the team scored upon may advance the ball to the quarter line (the line 30 feet from the scoring team's goal) without interference from the scoring team. Ten seconds are allowed to put the ball in play after the official turns ball over to team that has been scored on. Penalty for interference with intention of delaying the game — lap with ball going to opposing team at quarter line.

Rule IV

Out of Bounds

Section 1. When the ball goes out or is carried out of bounds, an official shall award it to a nearby opponent of the player who caused it to go out. This player may carry or throw the ball in bounds and must do so within three seconds after being awarded the ball. If ball is carried in bounds, player must come in bounds at the point the ball has been awarded. Penalty for failure to comply — ball goes to opponent.

Section 2. A player may not throw for a goal while taking the ball in from out of bounds. If goal occurs there is no score and ball goes to opponent.

Section 3. The 15-foot circle around each goal is out of bounds for players but not for the ball. Ball may roll through the circle and not be considered out of bounds.

Rule V
Substitutions

Section 1. When time is out for a (1) called time out, (2) jump ball or (3) out of bounds, any number of substitutes may enter the game.

Section 2. When time is in a player on the field may seek substitution by tagging a teammate at the bench who then enters the field of play. NOTE: If a team's time outs are exhausted and a player is injured on the field, an official time out should be called to remove the injured player.

Information on obtaining official goals and angle balls can be secured by contacting Coach Rip Engle, 241 Recreation Building; Pennsylvania State University, University Park, Pennsylvania 16802.

Appendix J

Physical Education Films available from Georgia Department of Education Film Libraries

The following films are available to teachers and students through the school media centers.

*AQUATICS	Grade Level	Length	Order No.	
Basic Techniques of Drownproofing	p-e-j-s	12 min.	5250	Color
Fundamentals of Creative Swimming, Part 1, Strokes & Stroking Skills	j-s-t-c	12 min.	5076	Color
Fundamentals of Creative Swimming, Part 2, Body Positions & Figures	j-s-t-c	12 min.	5077	
I'm No Fool in Water	p-e-j	8 min.	1037	Color
Let's Be At Home in the Water	p-e	10 min.	1013	Color
Safety on the Water	p-e-j-s	28 min.	7466	
Sailing a Toy Boat	p	7 min.	606	Color
Water Wisdom	p-e-j-s	15 min.	4718	
Why Drown	j-c-t-c	25 min.	7952	Color
BICYCLING — Also See Safety Education				
Bicycle Safety	e-j-s	9 min.	564	
Bicycle Safety Skill	p-e-j	11 min.	1903	
Can You Stop On A Dime	e	10 min.	1209	Color
I'm No Fool With a Bicycle	p-e-j	9 min.	1084	Color
Monkey Tale (Bicycle Safety)	p-e	9 min.	850	
Once Upon a Bicycle	e-j	11 min.	1002	
Seven Rules of Bicycle Safety	p-e	7 min.	1517	Color
You and Your Bicycle	e-j-s	11 min.	1273	
COMBATIVES				
Self-defense for Girls	j-s-c	17 min.	5632	Color
DANCE				
Busy Bodies	p	10 min.	319	Color
Dance Your Own Way	p-e-c	10 min.	1493	Color
Discovering Rhythm	p-e	11 min.	1985	Color
Guessing Game	p-e	7 min.	2054	Color
Indians of the Plains—Sun Dance Ceremony	e-j	11 min.	1135	Color

*Some of the subject headings in this section are more detailed for physical education and may not be listed in the *Catalog of Classroom Teaching Films for Georgia Schools* and *Supplements* in the same way. A description of the films can be located in the catalog under the title entry.

DANCE (Cont'd)	Grade Level	Length	Order No.	
Modern Dance: Choreography and the Source	j-s	20 min.	5538	Color
Modern Dance: Technique in Sequential Form	j-s	12 min.	5245	Color
Modern Dance: The ABC of Composition	j-s-t	13 min.	4013	Color
Polynesian Dances	e-j-s	11 min.	1208	Color
Scotland Dances	j-s-c	15 min.	4937	Color
Villages in the Sky	j-s-c	12 min.	4107	Color
The Dance Instrument	j-s-c	17.3 min.	4931	Color
How to Move Better	j-s-c	19.7 min.	4932	Color
ELEMENTARY PHYSICAL EDUCATION				
Also See Movement Education, Dance				
Every Child A Winner	t-e	14 min.	5763	Color
Initial Perceptual Training: Phase B	s-c	8 min.	2005	
Innovation in Elementary Physical Education	e-c-t	30 min.	7897	Color
Integrated Motor Perceptual Training: Phase D	c-t	5 min.	2007	
FITNESS — Also See Nutrition				
Alexander Learns Good Health	p	10 min.	1952	
Contouring Your Figure	j-s-c	10 min.	713	Color
Fit As A Fiddle	e-j	10 min.	693	
Flabby American, The	j-s-c	24 min.	7301	
Habits of Health: Food to Live and Grow	p-e	13½ min.	4113	Color
Habits of Health: Keeping in Top Shape	p-e	13 min.	4117	Color
Habits of Health: The Physical Examination	p-e	10 min.	286	Color
Heart-Lung Endurance	p-e	15½ min.	4120	Color
Muscular Strength and Endurance	p-e	15½ min.	4254	Color
Posture Habits (Second Edition)	e-j	11 min.	1405	
Posture in Motion	j-s	8 min.	714	Color
Program for Physical Fitness, A	p-e	15½ min.	4303	Color
Rope Skipping Basic Steps	e-j-s-c	16 min.	5502	Color
Run Dick, Run Jane	j-s-c	20 min.	5762	Color
GYMNASTICS AND TUMBLING				
Basic Tumbling Skills (Second Edition)	i-j-h	14½ min.	4539	Color
Gymnastics: Fundamentals and Techniques	s-c	16 min.	4423	
Gymnastics: Fundamentals and Techniques	s-c	16 min.	4424	
Gymnastics: Fundamentals for Boys	j-s-c	14 min.	5535	Color
Gymnastics: Fundamentals for Girls	j-s-c	15 min.	5536	Color
Trampoline Fundamentals	j-s-c	11 min.	1183	
Tumbling: The Forward Roll	p-e-t	11 min.	2002	Color
LIFETIME SPORTS				
Archery Fundamentals	j-s-c	11 min.	801	
Bobby Jones: "Old Man Par"	s	11 min.	666	
How to Build a Golf Swing Part I	j-h-c	17 min.	4540	Color
How to Build a Golf Swing Part II	j-h-c	17 min.	4541	Color
Putting — Golf's End Game	j-h-c	13 min.	4548	Color
Fundamentals of Racquetball	j-h-c	10 min.	139	Color
Racquetball Shots	j-h-c	10 min.	143	Color
Racquetball Serves and Returns	j-h-c	10 min.	140	Color

LIFETIME SPORTS (Cont'd)	Grade Level	Length	Order No.	
Racquetball Strategy for Singles, Doubles & Cut Throat	j-h-c	10 min.	148	Color
Short Approach Shot (Golf)	j-h-c	10 min.	442	Color
Special Challenge (Golf)	j-h-c	15 min.	4544	Color
Welcome to Golf	s-c	13 min.	5153	Color
MOVEMENT EDUCATION – Also See Dance Elementary Physical Education				
Animals Move in Many Ways	p	10 min.	1262	Color
Animals: Ways They Move	p-e-j	11 min.	1454	
Art in Our World	j-s-c	10 min.	1353	Color
Fast is Not A Lady Bug	p-e	11 min.	954	
Introduction to Body Movement	e-t	11 min.	1991	Color
Matching Up	p-e	4 min.	2056	Color
Motor Training: Phase A	c-t	11 min.	2004	
Movement Exploration: What Am I?	p-e	11 min.	399	Color
Sense Perception (Revised Edition)	j-s-c	28 min.	7013	Color
Thinking-Moving Learning	p-e-c-t	20 min.	5642	Color
OUTDOOR EDUCATION				
Adventuring in Conservation	c-j	14 min.	4813	Color
Aids to Navigation for Boatmen	j-s-c	25 min.	7169	Color
Another Day of Cruising	j-s-c	23 min.	7174	Color
Before You Hunt	j-s-c	22 min.	7175	Color
By Nature's Rules	j-s-c	25 min.	7170	Color
Children in Winter	p	11 min.	223	Color
Coniferous Forest Biome, The	j-s-c	15 min.	4066	Color
Find a Float	j-s-c	11 min.	104	Color
Foxfire	j-s	21 min.	5766	Color
Georgia Parks and Historic Sites	j-s-c	20 min.	4244	Color
House of Man, The: Our Changing Environment	j-s-c	17 min.	4092	Color
House of Man, The: Our Changing Environment, Part II	j-s-c	11 min.	118	Color
Just for the Fun of It	p-e-j-s	28 min.	7084	Color
Man and His Natural Environment	j-s-c	26 min.	7170	Color
Marsh Community, The	j-s-c	11 min.	131	Color
Overnight	c-j-s	20 min.	4308	Color
Question of Hunting, A	j-s-c	25 min.	7016	Color
Recreating Spirit, The	e-j-s-c	18 min.	4717	Color
Recycling	j-s-c	21 min.	4060	Color
Score Off Shore, The	j-s-c	23 min.	4146	Color
Suddenly and Without Warning	j-s-c	8 min.	117	Color
Time for Choice, A	j-s-c	28 min.	7173	Color
To Tempt a Trout	j-s-c	20 min.	4257	Color
What Ecologists Do	j-s-c	15 min.	4223	Color
What Now Skipper?	j-s-c	20 min.	4238	Color
Winter Is An Adventure	p-e	10 min.	1444	
Wood Duck's World	j-s-c	28 min.	7172	Color
World Apart, A	j-s-c	25 min.	7168	Color

PHYSICAL EDUCATION, GENERAL	Grade Level	Length	Order No.	
They Grow Up So Fast	c-t	25 min.	7042	Color
SAFETY IN PHYSICAL EDUCATION				
I'm No Fool Having Fun	p-e-j	8 min.	1083	Color
SPECIAL EDUCATION PHYSICAL ACTIVITIES – Also See Elem. Physical Education, Movement Education				
Advanced Perceptual Training: Phase C	c-t	9 min.	2006	
Anyone Can	c-t	27 min.	7953	Color
Cast No Shadow (Special Ed)	t-e	27 min.	8026	Color
Initial Perceptual Training: Phase B	s-c	8 min.	2005	
Integrated Motor Perceptual Training: Phase D	c-t	6 min.	2007	
Motor Training: Phase A	c-t	11 min.	2004	
SPORTSMANSHIP				
Beginning Responsibility: Being A Good Sport	p-e	11 min.	2037	
Let's Be Good Citizens at Play	p-e	9 min.	1212	
Let's Play Fair (Second Edition)	p-e	11 min.	543	Color
TEAMS SPORTS				
Basketball by Rupp	j-s	17 min.	4320	
Basketball for Boys: Fundamentals	j-s	11 min.	1663	
Basketball for Boys: Team Play	j-s	11 min.	1654	
Basketball Fundamentals (Sec. Ed.)	j-s	14 min.	4004	
Connie Mack: Mr. Baseball	j-s	11 min.	709	
Knute Rockne: The Rock of Notre Dame	j-s	11 min.	700	
Lou Gehrig: King of Diamonds	j-s	11 min.	708	
Soccer: Basic Individual Skills	e-j-s-c	18 min.	4264	Color
Soccer: Offensive/Defensive Maneuvering	e-j-s-c	21 min.	4358	Color
Soccer: Goal Keeping	e-j-s-c	20 min.	4344	Color
Softball Fundamentals for Elementary School	e	10 min.	884	
Softball: Skills and Practice	e-j-s	13 min.	5508	Color
Training and Conditioning	j-s-c-t	21 min.	5590	Color
Volleyball for Boys (Sec. Ed.)	e-j-s	14 min.	4314	
TRACK AND FIELD				
Fundamentals of Track & Field	j-s	25 min.	7473	
Sprints, The	j-s-c	21 min.	4145	

Appendix K

Checklist for Evaluating Title IX Compliance Progress

The following is a checklist which education institutions may use to assess Title IX compliance progress in physical education programs. Two kinds of questions are provided. The numbered questions reflect specific regulatory requirements; the sections of the regulation relevant to each question are indicated in brackets. The questions under these either are derived from the regulation or are procedures which would be useful in meeting regulatory requirements. Indicate "yes" answers to these questions by placing a check in the appropriate columns.

	Has this been reviewed?	Is the Institution in compliance?
1. Are physical education requirements the same for males and females? (86.34)	_____	_____
— Have policy directives regarding these requirements been disseminated to administrators and members of the physical education staff?		
— Has a statement regarding these requirements been disseminated to all students?		
2. Do course descriptions make it clear that all physical education courses are open to male and female students? (86.9(2))	_____	_____
— Have all students been informed of their right to nondiscrimination in physical education programs?		
— Do course descriptions state the criteria for measurement of skills where these are employed as a condition of course admission?		
3. Are physical education classes conducted on a coeducational basis except during participation in contact sports? (86.34(c))	_____	_____
— Do classes provide for a range of activities which meet the interests, skills and abilities of male and female students?		
— Have course enrollments been examined by sex to identify disproportionate enrollments?		
— Have the criteria used in assigning students to courses, classes or ability groupings been reviewed to ensure nondiscrimination?		
— Have all physical education staff received guidelines and/or training for the use of sex-segregated groupings during contact sports?		
4. Are criteria used for measurement of progress within a physical education course or program free of adverse effects upon students of one sex? (86.34(d))	_____	_____

	Has this been reviewed?	Is the Institution in compliance?
— Have the criteria used for measurement of progress been delineated by the physical education staff?		
— Have guidelines for the measurement of progress been provided to all members of the physical education staff?		
— Are criteria used for measurement of progress in physical education classes made available to students?		
— Has the application of evaluation criteria been reviewed to ensure that they do not result in an adverse effect on students of one sex?		
— If evaluation criteria have been identified which have an adverse effect on members of one sex, has one of the following alternatives been implemented.		
. delinetion of two separate sets of criteria, one for males and one for females?		
. delineation of criteria for the measurement of individual progress?		
5. Are physical education facilities and equipment equally available to males and females according to the same criteria? (86.31(2))	_____	_____
— Has an analysis been made of the policies used in allocation of facilities and equipment?		
— Has the application of these policies been examined to ensure that it is free from adverse effect on students of one sex?		
6. Do all physical education employment policies and practices require and provide equal treatment of staff on the basis of sex? (86.51(a))	_____	_____
— Are job assignments made on the basis of qualifications and not on the basis of sex?		
— Are schedules of compensation free from differentiation on the basis of sex?		
— Are all extra-duty assignments equally available to members of both sexes?		
— Is compensation for extra duty comparable for male and female staff?		
— Are decisions regarding staff access to equipment and facilities made without regard to sex?		
— Are decisions regarding fringe benefits and conditions of employment based on factors other than sex?		
— Does the administrative structure of physical education programs ensure equal opportunity to male and female members of the staff?		
7. Was an institutional self-evaluation of the policies and practices within physical education programs completed? (86.3(c)) (Required by July 21, 1976)	_____	_____

	Has this been reviewed?	Is the Institution in compliance?
— Have sufficient data been collected from existing records and representative samples of staff and students?		
— Have all necessary corrective steps been taken unless barriers to their immediate implementation have been identified?		
— Have all necessary remedial steps been taken unless barriers to their immediate implementation have been identified*		
— Have plans been made and timeliness established for the elimination of barriers to compliance?* Do these involve . staff training? . curriculum revision? . rescheduling? . renovation or reconstruction of facilities?		
8. Have records of corrective and remedial actions been placed on file and scheduled for maintenance for a minimum of a 3-year period (86.3(d))	_____	_____
— Has information regarding Title IX compliance efforts in physical education been made available to staff, students, and interested members of the community?		

List any activities referred to above which have not been completed.

If any of the numbered activities appear on your list, you may need to take immediate steps to ensure Title IX compliance. If other activities are listed, you should consider the positive benefits and, in some instances, the implicit requirement of implementing these steps as a method of ensuring full compliance. You may wish to review the Title IX regulation as a method of establishing priorities for implementation of the activities.

In thinking about the tasks that need to be completed, the following form may be useful.

*Secondary and post-secondary schools were permitted an adjustment period until July 21, 1978, in which to achieve full compliance if significant barriers to immediate compliance have been documented. Elementary schools were required to achieve full compliance by July 21, 1976.

TASK TO BE ACCOMPLISHED: _____

Steps required for task	Person(s) responsible	Date to be completed

From *Title IX and Physical Education: A Compliance Overview*. Resource Center on Sex Roles in Education, National Foundation for the Improvement of Education, Washington, DC, Oct. 1976.

Appendix L

Standards for Georgia Public Schools 1980

The Standards Instrument
Its Composition and Use

The format of the Standards instrument for 1980-81 is greatly changed from that of previous Standards. This edition contains two types of Standards. The first category includes Standards which are **required** of either the school or local school system. These are identified in the publication by the **bold type**. The second category includes fact finding Standards that will be field-tested during the 1980-81 school year. These are identified in the publication by regular (light) type. The fact finding Standards will be answered by indicating yes, no or n/a, just as the required Standards will be answered. The required Standards will be the basis in 1980-81 for classifying a school or school system as either Standard (meets all requirements), Probationary Standard (does not meet all Standards), or Nonstandard (does not meet all Standards and has not submitted a plan acceptable to the Georgia Board of Education to remediate the deficiencies).

The fact finding Standards have been included after rigorous evaluation by the department staff, local administrators and various other experts in school administration during the revision process begun in 1978. From these fact finding Standards, along with input from local administrators, future required Standards will be drawn.

The fact finding Standards are subject to the same inquiry and documentation procedures as has been customary for all Standards during the existence of the Standards program. The Standards administrator or the regional educational services director has the right of inquiry about any response to any Standard and may require documentation as appropriate.

Through this field testing and revision process, we will be able to determine more effectively the extent to which we are providing adequate educational opportunities to the citizens of Georgia.

Shirley L. Davis
State Standards Administrator

Section VIII
Classifications

A school or school system may be classified as Standard, Probationary Standard or Nonstandard.

Standard Status is assigned to a school system or school which has undergone an on-site evaluation and meets all school or system standards.

Probationary Standard Status is assigned to a school system or school when it fails to meet all Standards. Probationary status is a warning that the system must remediate its deficiencies either at the school or system level in a time period acceptable to the Georgia Board of Education.

Nonstandard Status is assigned to a school system or school which fails to meet all requirements or fails to remediate its deficiencies during the probationary period.

Enforcement

If a school or system fails to eliminate deficiencies within the probationary period, the Georgia Board of Education will take appropriate action. This action may exercise any remedy available to the board including, but not limited to, the withholding of state funds, the redirecting of state funds and staff or assumption of authority to operate the system with full legal power to remedy the deficiencies.

- The state board will make the decision as to the appropriate course of action and will require department staff to monitor for implementation of and adherence to the course of action.
- Department of education staff will implement instructions from the board such as reporting periodically the progress or lack of progress.

- **The local board policy relating to interscholastic athletics shall include the following provisions.**

  1. **The school prohibits students from participating in any combination of games greater than the game limit set by Georgia High School Association for that sport.**
  2. **The following limitations are placed on all schools having students on teams in grade eight or below.**
     - **Teams having players in grade eight must not play more than 60 percent of the number of games played by the high school varsity in any given sport. (One tournament, not to exceed four games, may be played in addition to the regular season games.)**
     - **Teams having players in grade seven or below must not play more than one-half the number of regularly scheduled games played by the high school varsity in any given sport. (One tournament, not to exceed four games, may be played in addition to the regular season games.)**
     - **Practices held in any sport on a day preceding a regular school day may not begin prior to the end of the regular six-hour academic school day and must end prior to 6 p.m.**
     - **Games played on nights preceding a school day may not begin prior to the end of the regular school day and must end prior to 7 p.m. Only one day per week may be used by any team for interscholastic athletic games.**
  3. **The following limitations are placed on all schools having students on teams in grade nine and above.**
     - **Ninth grade or "b" teams must not play more than 70 percent of the number of games played by the high school varsity in any sport. (One tournament, not to exceed four games, may be played in addition to the regular season games.)**
     - **Students who participate in a ninth grade or "b" team football game may not participate in a varsity game the same week.**

_____ 05-03.13 **Interscholastic athletics of the school are under the supervision and control of the principal. N/A for nonparticipating schools.**

_____ 05-03.14 **All individual or group practice of interscholastic athletics is conducted after the end of the six-hour academic school day, exclusive of recesses and lunch periods. The school day is organized for instruction of students and not for practice of interscholastic athletics. N/A for nonparticipating schools.**

_____ 05-03.15 **Scheduling of interscholastic athletics is accomplished by the principal or his/her designated staff member after careful consideration of the effect and impact of the activities upon the participants and the total school program. N/A for nonparticipating schools.**

_____ 05-03.16 **Each student who participates in interscholastic athletics is examined annually, and as often thereafter as is deemed necessary, by a medical doctor or a doctor of osteopathy. (The examining physician shall certify that the student is physically fit for interscholastic athletics.) N/A for nonparticipating schools.**

_____ 05-03.17 **Students' preparation for and performance of scholastic activities are neither supplanted by nor detrimentally affected by scheduling of interscholastic athletics.**

_____ 06-02.16 The pupil-teacher ratio in grades eight through 12 does not exceed 25:1, and no individual class contains more than 30 students in ADA. Exceptions may be made in classes of music, physical education and business education, which shall contain no more than 40 students. (N/A for schools which do not contain any of the grades eight through 12.)

_____ 06-02.17 **All schools which contain any of grades kindergarten through eight include annually in their curriculum offerings for each student at each grade level in kindergarten through eight the following subject matter areas.**

Language arts
Mathematics
Science
Social science
Health and physical education
Art
Music

Note: *Art and music need not be taught to all students at each grade level in grades five through eight.*

_____ 06-02.18 The high school offers instruction in the following subject areas.

English/language arts
Mathematics
Science
Social science
Health and safety
Music
Visual arts
Foreign languages
Home economics
Vocational education
Physical education

_____ 06-02.19 **During the regular school year, a full Carnegie unit of credit is given for 150 clock hours of instruction in each subject taught in grades nine through 12.**

_____ 06-02.20 **During the summer, a full Carnegie unit of credit is given for 120 clock hours of instruction in each subject taught in grades nine through 12.**

_____ 06-02.21 **The school provides a course of study for students above the eighth grade level which permits each student the opportunity to meet all current high school graduation requirements established by state law and state board policy. If the local board of education has additional requirements for graduation, each student is also provided the opportunity to meet each of these additional requirements.**

_____ 06-02.22 Students entering ninth grade in 1980-81 and each year thereafter earn 20 Carnegie units in order to graduate from any state supported Georgia high school. Ten Carnegie units are earned through the Georgia Core Curriculum, with the remaining units earned either through local board of education requirements or elective areas of study.

Georgia Core Curriculum	***Carnegie Units***
English language arts	3
Mathematics	1
Science	1
Science or mathematics	1
Personal finance	1/3
Health and safety	1/3
Physical education	1/3
Career planning	1/3
Economics/business/free enterprise	1/3
Citizenship	1/3
Social studies	1
U. S. history/government	1
Required units	10
Local required or elective units	10
Total units	20

06-08 Physical Education

_____ 06-08.01 **Every student in grades kindergarten through eight receives at least 60 clock hours per school year in physical education instruction. (Kindergartens operating less than a full day may use a proportionate amount of time.)**

_____ 06-08.02 Elementary school students are instructed in the following basic skills in physical education: walking, running, skipping, leaping, climbing, jumping, descending, kicking, batting, tugging, tackling, blocking, falling, twisting, curling, hopping, extending, pushing, throwing, catching, lifting, striking, pulling, bending and stretching.

_____ 06-08.03 The physical education program in grades nine through 12 reflects content and skills which have maximum carryover value and can be pursued throughout life.

_____ 06-08.04 Physical education instruction in grades nine through 12 includes classes on varying levels; students may not receive credit for the same instruction at the same level more than once.

_____ 06-08.05 Students are assessed at least once in grades kindergarten through eight to determine flexibility, endurance, speed, strength, coordination and balance.

_____ 06-08.06 Students are assessed at least once in grades nine through 12 to determine flexibility, endurance, speed, strength, coordination and agility.

Appendix M

Physical Education
*Essential Skills**

Topic	Concept/Skill	K-4	5-8	9-12
A. Perceptual Motor Development	The learner will			
	1. develop and refine sensory skills using kinesthetic discrimination, auditory discrimination, visual discrimination, olfactory discrimination and gustatory discrimination.	I D	R	R
	2. use and develop combinations of sensory skills such as eye-hand coordination, eye-foot coordination and eye-hand-foot coordination.	I	D	R
B. Basic Movement Skills	The learner will			
	1. perform basic locomotor movements such as crawling, creeping, climbing, descending, hopping, leaping, marching, running, walking and falling.	I	D	R
	2. perform combinations of basic locomotor movements such as galloping, skipping, sliding and step hopping.	I D	R	R
	3. perform basic nonlocomotor movements such as balancing, bending, grasping, holding, lifting, pulling, releasing, pushing, stretching, turning, sitting, standing, twisting, extending and curling.	I D	R	R
	4. perform basic movements by combining locomotor and nonlocomotor movements such as bouncing while running, bending while walking, twisting and catching, climbing, kicking and running, bending and rolling, throwing and twisting.	I D	R	R
	5. successfully manipulate small and large objects in activities such as kicking, bouncing, rolling, jumping rope, striking, pitching, throwing and tramping.	I	D R	R
	6. distinguish between even and uneven rhythm.	I	D	R
	7. coordinate basic movements with various rhythms.	I	D	R
	8. express creative ideas, establish own rhythm and develop own dance (heartbeat, toe tap, hand clap, stomp).	I D	R	R
	9. develop an appreciation for dance including folk, fad, creative, social and modern.	I D	R	R

*Reprinted from *Essential Skills for Georgia Schools*, Georgia Department of Education, 1980.

Topic	Concept/Skill	K-4	5-8	9-12
C. Motor Skills — Sports and Leisure Skills	The learner will			
	1. administer artificial respiration.	I D	R	R
	2. survive in water.	I	D R	R
	3. participate in lifetime sports such as archery, golf, tennis, badminton, handball, racketball and jogging.	I	I	D R
	4. be proficient in outdoor activities such as camping, boating, canoeing, hiking, backpacking and fishing.	I	D	R
	5. participate in group problem solving and initiating activities.	I	D	R
	6. take part in intramurals and special interest groups and develop skills for pursuing leisure activities.	I	D	R
	7. participate in lead up games and sports such as angleball, soccer, softball, speedball, volleyball, basketball, field hockey and flag football.	I	D	R
	8. participate in traditional games and in creating new games.	I D	R	R
	9. perform many daily living skills such as eating and washing.	I D	R	R
	10. perform basic gymnastics and tumbling skills.	I	D	R
	11. compete with self and others.	I	D	R
D. Physical Fitness Skills	The learner will			
	1. obtain a functional personal fitness level and maintain an optimum degree of muscular endurance and strength, cardiovascular endurance, speed, agility, organic vigor and flexibility.	I	D	R
E. Body Mechanics	The learner will			
	1. maintain appropriate good posture habits while sitting, walking and standing.	I	D	R
	2. use proper techniques and methods to stoop, lift, carry, push and pull objects.	I	D	R
F. Cognition	The learner will			
	1. use mental processes such as perceiving, identifying, remembering, conceptualizing, classifying, sequencing, analyzing, hypothesizing, inferring, deducting, associating, extrapolating, interpolating and experimenting.	I	D	R
	2. demonstrate knowledge of factors which modify participation in activities.	I	D	R

Topic	Concept/Skill	K-4	5-8	9-12
	3. illustrate or explain how factors such as age, maturation, attitudes, environmental forces, skill levels, physical condition, fatigue, stress, performance aids, smoking, alcohol and drugs affect participation.	I	D	R
	4. illustrate or explain growth and development factors which affect movement, i.e., heart rate, rest periods, warm up and body rest.	I	D	R
	5. demonstrate a knowledge of the meaning of physical fitness, strength, flexibility, endurance, obesity and effects of exercise on the heart and vascular system.	I	D	R
	6. express knowledge of movement principles used in activities such as throwing, catching, dancing.	I	D	R
	7. participate in activities which may not cause serious injury.	I D	D	R
	8. follow directions.	I D	R	R
	9. demonstrate or explain space relationships in games, dance, gymnastics track and field.	I D	D	R
	10. identify and explain where community resources are located and how to use them.	I D	D	R
	11. illustrate or explain effects of activities such as running, walking, bike riding.	I D	D	R
	12. know rules and procedures and why they must exist.	I D	D	R
	13. use offensive and defensive strategies in play situations.	I	D	R
	14. know and use safety precautions and protective requirements.	I D	D	R
	[illegible] know of careers in physical education.	I	D	R
	[illegible]strate or explain the relationship [illegible] exercise and weight control, nutrition [illegible] dieting, stress, tension and relaxation.	I	D	R
	17. illustrate or explain the immediate and long range effects of exercise on the body and several approaches to attaining and maintaining physical fitness.	I	D	R
	18. plan recreational involvement for self and others.		I D	R
	19. demonstrate the knowledge that all accidents and injuries should be properly reported.	I D	R	R
	20. use good judgment and common sense in playing, going to and from school and in similar situations.	I D		R
	21. demonstrate that he or she is a knowledgeable spectator of many sports.	I	D	R

Topic	Concept/Skill	K-4	5-8	9-12
G. Social Skills	The learner will			
1. Respect for self	a. practice self-discipline and self-control.	I	D	R
	b. reflect a cheerful, optimistic attitude.	I	D	R
	c. show specific evidence of possessing positive self-concept and self-image	I D		R
	d. exhaust positive motivation for inquiry and learning.	I D		R
	e. accept and adapt to change.	I	D	R
	f. demonstrate attentive listening skills.	I D	R	
	g. show reasonable assertiveness.	I	D	R
	h. be physically involved and feel positive about this involvement.	I	D	R
	i. exhibit courage, initiative and perservance in all play.	I	D	R
2. Respect for others	a. show empathy for others.	I	D	R
	b. accept mistakes and weaknesses of others with understanding.	I	D	R
	c. praise others for effort and work well done.	I	D	R
	d. be courteous to others.	I D	R	R
	e. respect others' possessions and personal space.	I D	R	R
	f. respect reason and intelligence and show respect for persons in authority.	I D	R	R
3. Cooperation and acceptance of winning, defeat, criticism and group and individual responsibility	a. share with others.	I D	R	R
	b. work cooperatively without excluding anyone.	I D	R	R
	c. give of self to accomplish group goals.	I	D	R
	d. exhibit leadership qualities and followership ability.	I	D	R
	e. accept constructive criticism.	I	D	R
	f. relate winning to doing one's best.	I	D	R
	h. function as a good team and group member.	I	D	R
	i. exhibit social and emotional maturity.	I	D	R
4. Respect for property and rules	a. obtain and return play items properly.	I D	R	R
	b. take care of play items.	I D	D R	R
	c. abide by play rules and show respect for them.	I	D	R
5. Values	a. establish and demonstrate a set of personal values.	I D	R	R
	b. demonstrate a value for culturally, artistically and aesthetically pleasing performances, works and exhibits.	I	D	R

Appendix N

Instructional Resources to Support Secondary Physical Education

Educational media programs in Georgia public schools focus not only on providing instructional resources which support the curriculum but also on the use of those resources in supporting teaching strategies and learning activities to effectively meet student needs. A combination of resources including print and nonprint materials and equipment essential for their use or production along with programs, services and additional resources available through state, community and other educational agencies are necessary for effective support of instructional programs.

Innovative teachers, media specialists, administrators, curriculum specialists, students, board members and representatives of the community are cooperatively evolving a media concept that supports the instructional program and aids access to information in all formats and provision of services in production of locally designed, curriculum related learning materials. Effective use of appropriate materials fostering student growth in listening, viewing, reading and inquiry skills are being increased by these populations. Georgia Board of Education instructional media and equipment policy requires that media committees composed of the groups mentioned above be involved in selecting materials and establishing procedures for effective use. Physical education teachers should express to their principal and media specialist interest in being involved in or providing input to this planning process.

Ensuring access of teachers and students to information at the time of need and preventing unnecessary duplication of resources will be accomplished when information about and location of resources that support the physical education program in a secondary school are available through the school's media center. Through involvement in or input to such activities as policy and procedure development, curriculum design and resources evaluation and selection, physical education teachers have an opportunity and a responsibility in the development of improved media services supporting the instructional program.

A community resources file, developed cooperatively by media and instructional staff, provides valuable additional information about local people, places, activities and unique resources to enhance the physical education program. In some school systems, a resource service designed to augment the building media program is also provided at system level for all schools.

Numerous sources of resources or information about resources exist. Some are commercially prepared, other are provided by the Georgia Department of Education and others exist in the local situation. Media personnel in each building media center can assist teachers in using the following

Sources of Reviews/Evaluations of Instructional Resources

Many professionally prepared, commercially published reviewing sources which are available in school media centers, system media collections, public and academic libraries are listed in *Aids to Media Selection for Students and Teacher*, available from Department of Education, Bureau of Elementary and Secondary Education, Office of Libraries and Learning Resources, Washington, D.C.

Sources from the Georgia Department of Education

The department of education provides resources and services which are available through school media centers. The following catalogs distributed by the division of education are available through school media centers and/or the system media contact person, Educational Media Services Division, Instructional Resources Section, Georgia Department of Education, State Office Building, Atlanta, Georgia 30334.

- *Georgia Tapes for Teaching: Catalog of Classroom Teaching Tapes for Georgia Schools* (and supplements). Arranged by subjects, this catalog lists the titles of audio tapes which will be duplicated on request. Recommended listening audiences are indicated. A one-time, school registration is required. The requesting media center must provide the blank reel-to-reel or cassette tape on which the recording is made; return postage is provided by the Georgia Department of Education.
- *Catalog of Classroom Teaching Films for Georgia Schools* (and supplements). The annotated list of 16mm films is arranged by titles but indexed by subjects; recommended viewing audiences are indicated. Registration

(annual beginning in September or semi-annual beginning in January) requires a minimal fee; each registration provides a specificed weekly film quota, but multiple registrations are accepted. Many films are broadcast over the Georgia Educational Television Network and some may be duplicated on videotapes for later use. Information about this service and the broadcast schedule is provided annually to the system media contact person.

- *Instructional Television Schedule*. Copies of the schedule with series descriptions and broadcast times are available on request from your System Media Contact Person, who also coordinates orders for needed teacher manuals. Descriptions of telecourse series and programs in related fields should be examined for potential programs to support the physical education curriculum. Although recommended viewing audiences are indicated, the schedule and/or teacher manuals should also be examined for potential use of a program or series to introduce, develop or reinforce physical education concepts. Upcoming broadcast specials are announced in *Media Memo* which is provided monthly during the school year by the department of education.

A bibliography, *Selected Sources of Information on Educational Media*, is also available from this division, Media Field Services, Division of Educational Media Services, Atlanta, Georgia 30334

Additional sources of information provided by the Georgia Department of Education are

- **Educational Information Center,** Georgia Department of Education, State Office Building, Atlanta 30334.

  Research service is provided to Georgia public school administrators and their central office staff. Computer and manual searches of Educational Resources Information Center data base which includes over 325,000 references to education documents related to exemplary projects and model teaching strategies can be requested by the media staff through the system media contact person.

- **Readers Services,** Public Library Services Division, Georgia Department of Education, Atlanta. 30334.

  Selected List of Books for Teachers (and supplements) and *Periodical List* (and supplements) identifying titles in the Public Library Information Network, another reference and bibliographic service, provides access to publications in the collections of approximately 150 participating public, special and academic libraries. Requests for these services and resources should be made through the local public libraries by the school media staff.

Commercially Prepared Sources of Information/Ideas

Reviews and bibliographies of recommended physical education resources and innovative program descriptions are published regularly in journals and periodicals. The following titles published by the American Alliance for Health, Physical Education, Recreation and Dance, are recommended

Journal of Physical Education and Recreation. AAHPERD, 1900 Association Drive, Reston, Virginia 22091.

Research Quarterly for Exercise and Sport. AAHPERD, 1900 Association Drive, Reston, Virginia 22091.

An index providing periodical citations and reviews of publications related to physical education program development and instruction is also recommended

Education Index. New York, H. W. Wilson, Company. Indexes over 300 serials.

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The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II — Loydia Webber, Vocational Equity Coordinator
Title VI — Peyton Williams Jr., Associate Superintendent of State Schools and Special Services
Title IX — Myra Tolbert, Coordinator
Section 504 — Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.

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Georgia Department of Education
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